The Business Education World

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No. 4
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DECEMBER 1948

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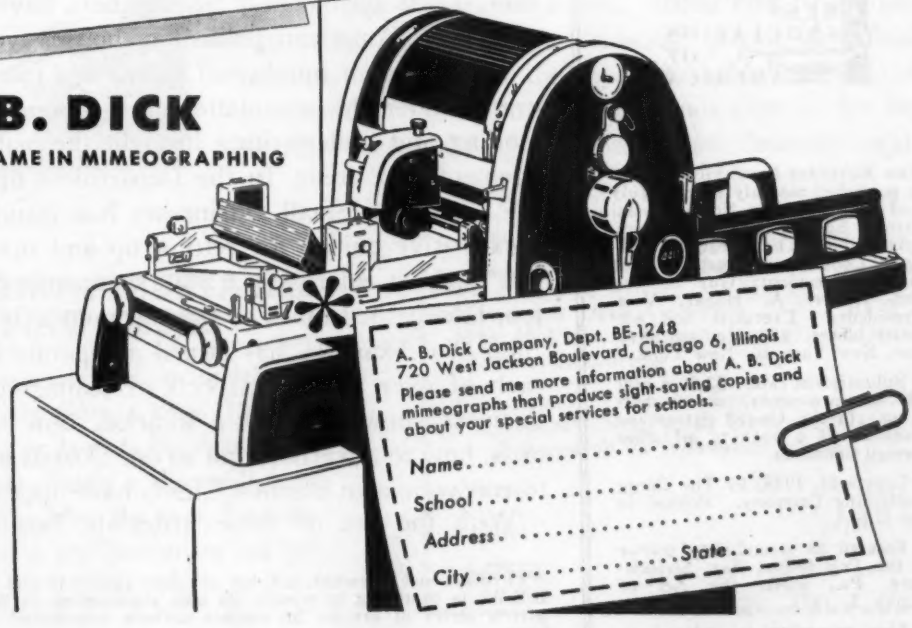
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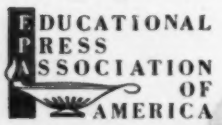
VOL. XXIX No. 4

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Small-Business Courses

Trends in Business Education—IV

NEWEST of the postwar developments in business education is the active interest in courses for operators of small businesses. Because most business educators are concerned primarily with either office or retail education, small-business courses have not received the attention that they merit.[1] Yet the offerings in this new field are growing so rapidly and in so many different directions that business teachers should know about the "small-business movement."

For years the literature of management has carried warnings and advice for the would-be owner of the small-business enterprise. Although the odds against early success are always great, the romance of "be your own boss," the appeal of "you can't get rich working for someone else," and the drama of the spectacular successes occasionally publicized in the press have resulted in a new crop of entrepreneurs each year—and in bankruptcy for many.

Because the private ownership of business is one of the vertebrae of American economy, many agencies have sought to reduce the bankruptcy rate among business beginners. Colleges have offered business-administration courses for decades. Government departments have issued bulletins and trade signals of every description. Texts on business management have been available since American publishing houses were founded.

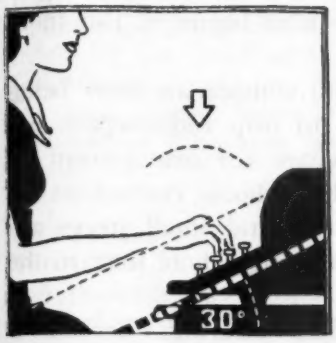
But the great number of businesses founded by veterans under the stimulation of generous government lending and underwriting brought the matter of management to a crisis. In the Department of Commerce, the Office of Small Businesses has issued scores of inexpensive guides for setting up and operating various types of enterprises.[2] State commerce departments, too, have issued miles of management aids. New York State, for example, has issued a separate brochure on each of over a dozen aspects of managing one's own business: how to select a location, how to keep records, how to advertise, and so on. Dozens of new "how to run your own business" texts have appeared.

With the use of these materials, business schools

[1] Professional literature, too, has not done justice to this new field. The B.E.W. is hastening to remedy its own shortcoming in this regard. To wit: a series of articles by various authors commenced in the October issue.

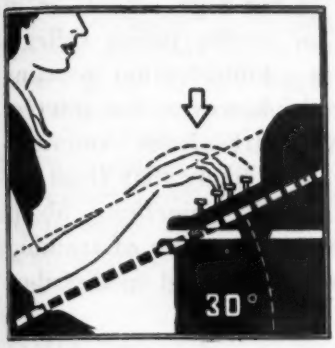
[2] A full page of titles of these publications appeared in the May, 1947, issue of the *Business Education World*, page 507.

Why You Need Adjustable Typing Desks



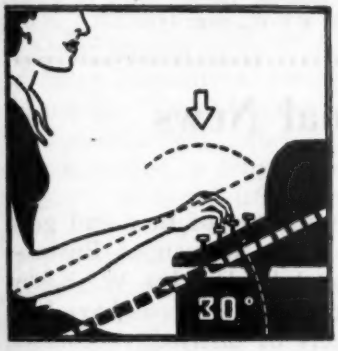
When a Typewriter Is Too Low—

The typist must droop her shoulders and hunch over the machine. A sharp, brisk stroke is practically impossible. Her fingers snag the keys in the row above. She pushes keys down, holds them down, jams keys, locks keybars, gets many "mashed" and smudged characters. At the end of a day, she is exhausted. Her back aches. Her production has been low because her efficiency has been handicapped. Low desks handicap learners, too.



When a Typewriter Is Too High—

The typist must raise her shoulders to an unnatural height or suspend her arms in a strained position. She is uncomfortable. She makes many errors on the lower row of keys, the space bar, and the shift keys. Typing numerals requires her to raise her whole hand. By noon she is tired, her neck is stiff, and her shoulders ache. The production of this typist is lower than necessary. If a student is so handicapped, his progress will be slow.



When a Typewriter Is Exactly Right—

The upward slant of the typist's forearm is the same as that of the keyboard—30 degrees. To quote a Department of Agriculture study, she types more, with less fatigue, and with fewer errors. Being able to sit naturally erect, she can use a "clawing" stroke, can obtain maximum leverage on the keys, can hold her head and eyes naturally, and can keep her hands close to the keyboard. Students progress faster when "exactly right."

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John Robert Gregg

Said, Many Years Ago

SHORTHAND SYSTEM

There is no surer way to delay progress in the study of the art [of shorthand] than to spend time pondering about additional abbreviations one might use.

READING ERRORS

A mistake students make in reading shorthand is to read partly through an outline and then, having an inkling of the word, to guess at the remainder.

CEILINGS

I remember that typing teachers used to believe that it was humanly impossible to typewrite at more than 100 words a minute.

PSYCHOLOGY

Keep before the student from the beginning the end to be attained — and that is rapidity as well as accuracy.

PHILOSOPHY

Like our tomorrows, our year of greatest success lies before us, and yet always with us.

and colleges quickly picked up the gauntlet and inaugurated small-business courses for the veterans. Though many high schools felt and recognized the need for such training, few have begun it. But there are beginnings.

In New York City, special courses are now being given *in the trade schools*[3] to help radio-repair and other student groups to prepare for management of their own shops. In some other schools, courses on the business management of farms and small stores are being offered, more in the evening school than in the regular high school program.

Whether the small-business offerings become a future feature of programs in the high school, or in the private business school, or in the junior college, or in the college of business administration remains yet to be seen. There is no doubt, however, that interest in small-business training is a part of the American scene; and so is here to stay. It is likely that from the present many-headed trend to do *something* about small business there will evolve a program of training to parallel present programs in office and in distributive training.

[3] For details of the New York City program, see the article by Sydney Klevorick in the November issue of the B.E.W., page 141.

Professional News

CALIFORNIA TEACHING AIDS

One of the most consistent sources of new and good material for adult education is the Bureau of Business Education in California, headed by Dr. Ira W. Kibby. While most of the rich, duplicated publications have been directed to businessmen-teachers of distributive courses, all the publications have been so basic, forthright, and informal that they are valuable and interesting to all business-subject teachers.

In April, 1947, the Bureau published "Retail Merchandising"; in January, 1948, "Fundamentals of Salesmanship"; and more recently, in July, 1948, "Tests and Testing." This last is extraordinarily helpful and stimulating, for it is written in a semifiction style that might well be recommended to authors of books on tests and measurements. Sample from Chapter I:

Tom grabbed the handle of the lawnmower and took a few swift jabs at the sturdy grass.

"Huh! My students are not interested in being tested. Tests are for high schools and colleges. These people are adults. They come to class after a hard day's work."

The professor leaned on the fence and stroked his goatee. "That's true, Tom. But . . ."

The testing bulletin was written by John W. Ernest,

merchandising instructor at the Los Angeles City College, when he served as a Research Specialist for Doctor Kibby's Bureau. Copies of the testing and the other bulletins are not available for general distribution; but those with special reasons for wishing a copy may be able to obtain one from Doctor Kibby at the State Department of Education, Sacramento, California.

GETTING BACK TO NORMAL

Appearance and personality are aids to job seekers; but they are keys just to getting interviews, not to getting jobs. That is what PROFESSOR F. K. HARDY (Michigan State College) reports after a study of answers given by 640 employers who were asked to evaluate the ten qualities they look for when employing workers.

The employers gave a rating of 23.08 to personality and appearance, but weighted performance qualifications at 58.57 per cent, proving, Professor Hardy says, that "know how" far outweighs "say how."

SOME THINGS ARE FREE

At the request of the National Federation of Sales Executives, Gregg has reprinted the popular "One Semester Course of Study for Salesmanship." It contains a complete course outline, a time schedule, and sales projects. It is not linked to any one textbook. You may obtain a copy by sending your request and a self-addressed and stamped envelope to any Gregg office.

Know Your Watershed, a big help to geography teachers, is available upon request from the Forest Service, Department of Agriculture, Washington 25, D. C.

FEWER VETS IN COLLEGE

There are 10 per cent fewer veterans attending college this fall, says the U. S. Office of Education. This year's round figure of one million is 100,000 below the 1947 figure.

The percentage of veterans in the college population has been dropping, too, as more veterans complete their training or leave school: in 1946, vets made up 53 per cent of campus populations; 1947, 48 per cent; and this year, about 45 per cent.



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8. *Telephoning*
9. *Preparing Bills*
10. *Financial Forms*
11. *Statistical Records*
12. *Legal Forms*
13. *Travel Information*
14. *Transportation of Goods*
15. *Handling the Mail*
16. *Filing Procedures*
17. *Filing Equipment*
18. *Preparation for Job Hunt*
19. *Job-Finding Campaign*
20. *Job Behavior*

Each booklet, containing all 20 of the tests on perforated pages, costs 40 cents. A complete teacher's key is provided. All the tests are objective—quick to take and to score. Write the nearest Gregg office about—

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BETTER MAKE LONG RANGE PLANS

The headline news in education for the next seven years is going to be "enrollments are growing." Already the first crop of "war babies" is flooding the elementary schools; the high tide will reach the high schools by 1955, when enrollment will have swelled to five million over this year's rosters—and by which time, according to estimates of the U. S. Office of Education, our schools must have 200,000 more classrooms and teachers.

RESEARCH AID

When a new book is copyrighted, the Library of Congress receives "depository copies" and then publishes a set of cross-reference cards on the book. The book is catalogued on cards under author, under title, and under each important subject treated.

These cards are distributed to libraries all over the world—*and may be purchased in subject or author sets by individual persons.* If you want a file of all the books copyrighted in any subject field, you can buy the whole set of cards for that field. Prices range from 5 to 10 cents a card, depending on the amount of screening you wish.

The Union Catalogue at the Library of Congress lists the location of books in the major research libraries. This catalogue has more than thirteen million entries—in case you can't locate one particular edition of a book in which you are interested!

People

COLLEGIATE APPOINTMENTS

G. Elwood Hookey to the position of field instructor in distributive education at Indiana University, Bloomington . . . Willard G. Adams, graduate of Boston University, to Eastern Illinois State College, Charleston, to succeed Dr. Stanley C. Robinson, who has been appointed assistant dean of extension and associate professor of management at the University of Illinois, Urbana.

Lloyd E. Baugham, from head of the Business Education Department at Roosevelt High School, Atlanta, to chairman of



Stanley Robinson . . . to Illinois



Lloyd Baugham . . . to Georgia

the Secretarial Science Department, Atlanta Division, University of Georgia . . . Woodrow W. Baldwin to the University of California, Los Angeles, as an assistant in office management. Mary M. Zweig to Union College, Lincoln, Nebraska . . . Edward L. Bennett to director of business education, West Haven, Connecticut, and Melvin E. Wagner to assistant superintendent of schools, also in West Haven, Connecticut.

Betty Jane Lloyd, from Munhall (Pennsylvania) High School, to instructorship in Margaret Morrison Carnegie College, Pittsburgh. Unique assignment: teaching an elective personal-use typing course to Carnegie Tech engineers! . . . Antoinette Guenter to the Georgia State College for Women, Milledgeville . . . Lenora Sherman, from State Teachers College, Dickinson, North Dakota, to an associate professorship in the Secretarial Science Department, New Mexico State Teachers College, Silver City.

Elizabeth A. Hegner, from Monaca (Pennsylvania) High School, to secretarial instructorship at the Tempe (Arizona) State College . . . Alice G. Richardson to the University of North Dakota, Grand Forks . . . Grace E. Herr to Madison College, Harrisonburg, Virginia . . . Clarabelle McDermand, formerly of Ellendale, North Dakota, to the business education staff at North Dakota Normal and Industrial College.

Leo Osterman, formerly of the Milton (Illinois) High School and previously a teacher in a Nebraska junior college, to the Secretarial Science Department of Carthage (Illinois) College . . . Regina Myers to Junior College, Ventura, California.

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*10-minute typing of unarranged letters

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*10-minute copying of mailing list on labels
10-minute typing of revised statement of profit and loss
*10-minute copying of form letters

Test Three—

For use at end of 240 periods:
10-minute timing on business material
*10-minute typing of unarranged letters
*10-minute typing of invoices on forms
10-minute typing revised manuscript

Test Four—

For use at end of 320 periods:
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*10-minute typing of 2-page letters
*10-minute copying tabular reports
*10-minute typing of revised news release

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DR. WILLIAM R. ODELL, an outstanding business educator who has progressed far in public-school administration, has resigned his post as superintendent of the Oakland, California, public schools and accepted appointment as professor of educational administration at Stanford University. Doctor Odell is co-author of the "direct-approach method" of teaching Gregg Shorthand and is author of several other business-education textbooks. He has written widely in professional journals and was at one time editor of a series of articles in the Business Education World for supervisors and administrators of business education.

Before going to Oakland, originally as assistant superintendent, Doctor Odell was for several years chairman of the Department of Business Education at Teachers College, Columbia University. He has been superintendent in Oakland since June, 1942.

PROMOTIONS

ALBERT J. PERRELLI, from Illinois state supervisor of business education, to director of curriculum and supervision for the DeKalb public schools.

BLAKE SPENCER, from principal of Merritt Business School, Oakland, California, to acting director of business education for the city of Oakland.

GREGG APPOINTMENT

KENNETH M. SMITH, of Massillon, Ohio, has succeeded Earl Zimmerman as Gregg representative in Ohio. (Mr. Zimmerman now represents Gregg in North Carolina, Virginia, and the District of Columbia.) Mr. Smith is a graduate of Duke University and has done graduate work at Ohio University and Capitol University. He is an experienced teacher of shorthand, typing, bookkeeping, and general business. He has been a practicing accountant and during the war served as an Army court reporter.

DOCTORATE

A. PARKER LILES, supervisor of business education, Atlanta, Georgia, Doctor of Philosophy, from the University of Kentucky. Dissertation: "A Study to Determine the Duties of Clerical Workers, the Elements of Success in Clerical Work, and the Validity of Selected Guidance Techniques for Determining Clerical Aptitude." June, 1948.

OFF THE JOB

THEODORE WOODWARD, director of business education at George Peabody College for Teachers, Nashville, Tennessee, is on a leave of absence to complete his doctoral studies at the University of Pittsburgh. Eugenia Moseley is acting director in Mr. Woodward's absence.

T. JAMES CRAWFORD, instructor at Indiana University and well-known demonstrator of teaching techniques in typewriting and shorthand, is recuperating in his home after a long illness that interrupted his summer studies at Columbia University and has kept him from his Indiana classes. Address for well-wishers: 11 Dunmoyle Place, Pittsburgh, Pennsylvania.

RECOGNITION

HIRAM N. RASELY, Burdett College, Boston, Massachusetts, has been appointed consultant to the Veterans Administration. He will serve on a special committee in connection with the administration of those laws granting courses of vocational re-

habilitation to disabled veterans and education and training benefits to other veterans.

In his new capacity, Mr. Rasely is the lone private school man on the committee. His appointment is in recognition of the leadership he has shown in behalf of private schools' business, for whose interests he has long been spokesman in relations with the V.A.

RETIREMENT

DR. IRA W. KIBBY has retired from his position as chief of the Bureau of Business Education, California State Department of Education, after twenty-three years of executive leadership. Succeeding him as state chief will be DR. WILLIAM R. BLACKLER, who has been a member of the Bureau for the past ten years.

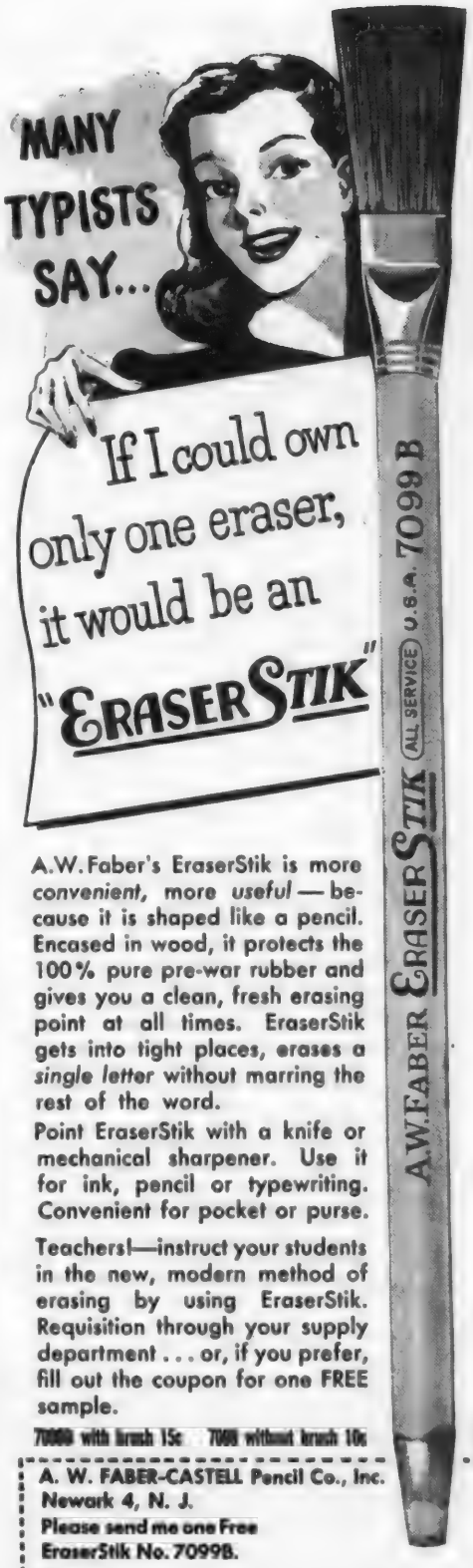


IRA KIBBY . . .
retired

Doctor Kibby is nationally known for his efforts in behalf of vocational business education: as vice-president of the American Vocational Association in charge of the business education section, he has long labored to obtain for that section a status and membership equal to those of other vocational sections. As chief of the California Bureau, he has seen his staff increase and business education develop greatly during his many years of leadership. Professional literature is full of his contributions, and their influence is a testimonial to his ability and popularity.

Doctor Blackler, successor to Doctor Kibby, has served previously as researcher and teacher trainer in Distributive Education in California; as special supervisor of War Production Training in business. He has been assistant state supervisor in California for the past three years. He has been a member of the faculties of the University of Nevada, College of the City of New York, New York University, and the University of California; and he has taught on the high school level, also—in Salt Lake City.

Doctor Kibby will move from Sacramento to a new home at 90 James Avenue, Atherton, California.



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HEART OF TEXAS

HENRY M. RAMSAY, for many years head of the staff at Tyler (Texas) Commercial College, has resigned from his position. New president of the institution is MRS. JEWEL SPINKS, who will be assisted in the school's administration by J. A. TOLBERT, vice-president, and JOHN W. GLYNN, secretary-treasurer. Mr. Ramsay will remain with the school as president emeritus and public relations officer. Tyler Commercial College is one of the oldest of Texas business schools: it celebrated its fiftieth anniversary in October.

Groups

NEW STATE OFFICERS

Recently elected officers of state associations in business education include the following.

Illinois. C. W. PEARSON (Decatur), president; CLARENCE CAREY (Chicago), vice-president; LAURA L. BROWN (Chicago), secretary; and WILLARD COCHRAN (Peoria), treasurer.

Delaware. MAURICE DAISEY (Wyoming), president; ELMER VEVEREAUX (Wilmington), vice-president; and STELLA CHILLEK (Wilmington), secretary-treasurer.

Maryland. SYLVIA E. WOOD (Baltimore), president; ANNA MARIE DRETSIN (Greenbelt), vice-president; RUTH CORBETT (Baltimore), secretary; and MR. LEE ROTHROCK (Towson), treasurer.

Utah (Business Education Section). MRS. MERIE BOSH (Salt Lake City), president; CLARENCE WILSON (Ogden), and MIRA WILLIAMS (Provo), vice-presidents; and MRS. MARY BROWN (Salt Lake City), secretary.

DELTA PI EPSILON

The annual lecture of Delta Pi Epsilon, always a high spot in the fraternity's professional program, will be given this year by DR. HAMDEN L. FORKNER, professor of education, Teachers College, Columbia University, whose subject will be "Challenges to Curriculum Planners."

Doctor Forkner will make his address following the DPE banquet held in Detroit at the time of the NBTA convention. The dinner meeting will be held on Wednesday, December 29, at the BOOK-Cadillac Hotel. Reservations may be made with MARY L. SUFANA, 552 Taft Street, Gary, Indiana.

PROFESSIONAL MARSHALL PLAN

That is what the NEA has called its Overseas Teacher Relief Fund: "Our professional Marshall Plan." American teachers have already contributed over a quarter million dollars to the fund, which is being used to provide food, clothing, and books to teachers in foreign countries.

The fund was begun last year as a "Thanksgiving present," but contributions have been rolling steadily into NEA headquarters—and so have the overseas gifts. Address: 1201 Sixteenth Street, N.W., Washington 6, D. C.

SOUTHWESTERN ELECTS

The following officers were elected at the annual convention of the Southwestern Private Commercial Schools Association in San Antonio, Texas, on October 28-30.

GEORGE R. PARISH (Draughon's Business College, San Antonio, Texas), president: C. E. METZGER (Capital City Commercial College, Little Rock, Arkansas), vice-president; and GERALD BATTLE (Baton Rouge, Louisiana, Business College), secretary-treasurer.

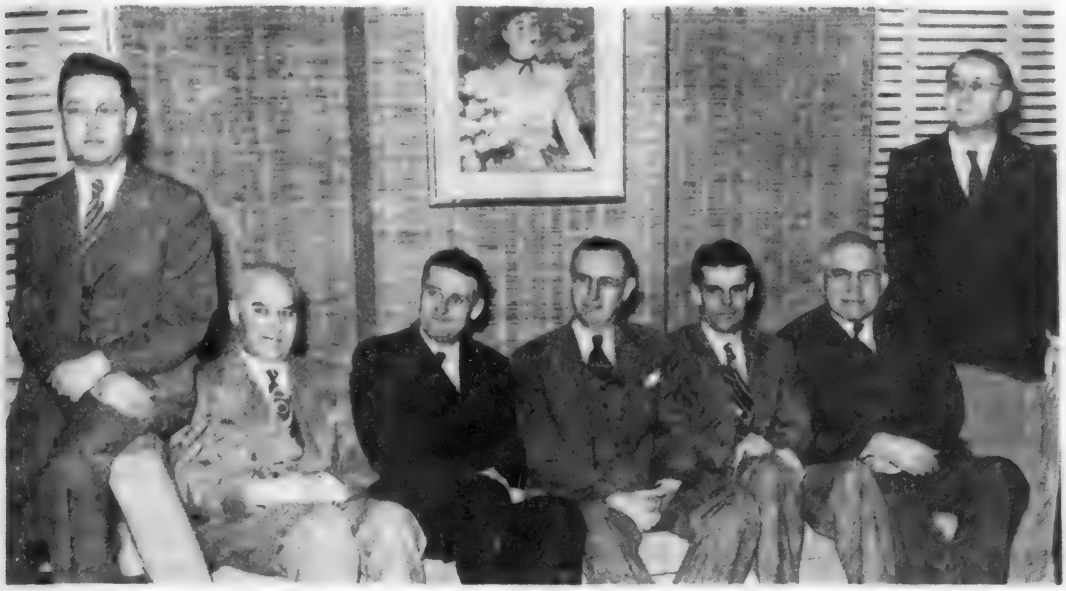
NOMA

K. B. WILLETT, Hardware Mutuals, Stevens Point, Wisconsin, was elected president of the National Office Management Association at the recent convention of this organization. The vice-president of the group is H. A. WICHERT, Fairmont Foods Company, Omaha, and the second vice-president is W. M. BENNETT, Inland Container Corporation, Indianapolis. "Office Teamwork for Production" was the theme of the recent St. Louis convention.

General chairman of the conference committee was L. H. DIEKROEGER, vice-principal of St. Louis Hadley Technical High School and president of the National Business Teachers Association.

The "Proceedings" of the conference has been published as a separate book. It presents the transcript of the various sessions of the conference. Copies of the "Proceedings" may be obtained ($5) by writing to NOMA headquarters at 12 East Chelten Avenue, Philadelphia 44, Pennsylvania.

Participants in the NBTA-NAACS Convention



Making plans for this year's NBTA convention are these board members and officers of the National Business Teachers Association (left to right): Dr. Albert C. Fries, Northwestern University; Jay R. Gates, Dyke and Spencerian College; Ray G. Price, University of Minnesota, treasurer; L. H. Diekroeger, Hadley Technical High School, St. Louis, president; Robert Finch, Cincinnati Board of Public Education, secretary; Jay Miller, Goldey College; E. W. Alexander, Central High School, St. Louis. Not present are Mary Sufana, Washington High School, East Chicago, Indiana, first vice-president; and Willis M. Kenealy, California State Department of Education, second vice-president. The convention will meet at the Book-Cadillac Hotel in Detroit on December 27-30. The following will take part in the program:

NAME	FROM	PARTICIPATION	MEETING	
Alexander, E. W.	St. Louis	NBTA Executive Board	....	....
Alexander, Rev. Bill.	Oklahoma City	Address, NBTA luncheon	Thursday	12:15
Anderson, L. W.	Evansville, Ind.	Discussion, Off. Mach.	Wednesday	2:00
Baxandall, Ray W.	Oshkosh, Wis.	Discussion, Private Schools	Thursday	2:00
Boling, Clem	Cincinnati	Discussion, Priv. Sch. Instr.	Wednesday	9:30
Bowman, Wallace B.	New York City	Discussion, Secretarial	Wednesday	2:00
Boyd, Charles	Detroit	Discussion, Distrib. Ed.	Wednesday	9:30
Breidenbaugh, V. E.	Terre Haute, Ind.	Discussion, Bookkeeping	Wednesday	2:00
Chevalier, Col. W.	New York City	Address, Gen. Assembly	Tuesday p.m.	8:00
Condon, Arnold	Tucson, Arizona	Presiding, Secretarial	Wednesday	2:00
Cooper, George	Kalamazoo	Discussion, Audio-Visual	Wednesday	2:00
Diekroeger, L. H.	St. Louis	NBTA Pres., Exec. Board	....	....
		Presiding, Gen. Assembly	Tuesday p.m.	8:00
		Presiding, 2d Gen. Assembly	Thursday	9:30
		Presiding, NBTA Banquet	Thursday	6:30
Dodds, Thomas H.	Buffalo	Discussion, Priv. Sch. Instr.	Wednesday	9:30
Dubats, Gertrude	Whitewater, Wis.	Discussion, Off. Mach.	Wednesday	2:00
Evans, R. A.	Gastonia, N. C.	Discussion, Private Schools	Thursday	2:00
Finch, Robert	Cincinnati	NBTA Secretary, Exec. Board	....	....
		Discussion, Sec. Schools	Thursday	2:00
Fisk, McKee	Fresno, Cal.	Discussion, College	Thursday	2:00
Forkner, Hamden L.	New York City	Discussion, Sec. Schools	Thursday	2:00

(Continued on next page)

NAME	FROM	PARTICIPATION	MEETING	
Freeman, M. Herbert	Paterson, N. J.	Discussion, Social Bus.	Wednesday	9:30
		Panel, Sec. Schools	Thursday	2:00
Freitag, Elsie	Dearborn, Mich.	Discussion, Audio-Visual	Wednesday	2:00
Fries, Albert C.	Evanston, Ill.	NBTA Executive Board		....
Gates, Jay R.	Cleveland	NBTA Executive Board		....
George, J. E.	Enid, Okla.	Presiding, NBTA luncheon	Thursday	12:15
George, J. E., Jr.	Enid, Okla.	Presiding, Private Schools	Thursday	2:00
Gibson, E. Dana	San Diego	Presiding, College	Thursday	2:00
Given, John N.	Los Angeles	Discussion, Administration	Wednesday	9:30
Hamrin, Dr. S. A.	Evanston, Ill.	Address, Gen. Assembly	Thursday	9:30
Hatfield, E. E.	Norman, Okla.	Presiding, Bookkeeping	Wednesday	2:00
Hill, J. Murray	Bowling Green, Ky.	Toastmaster, NBTA Banquet	Thursday	6:30
Huffman, Harry	Norman, Okla.	Discussion, Bookkeeping	Wednesday	2:00
Jacobson, Clarence C.	Rapid City, S. D.	Presiding, Priv. Sch. Instr.	Wednesday	9:30
Jones, J. R.	Bloomington, Ind.	Presiding, Off. Mach.	Wednesday	2:00
Kenealy, Willis M.	Los Angeles	NBTA Second Vice-President		....
Kopf, Arnold	St. Louis	Presiding, Distrib. Ed.	Wednesday	9:30
Lessenberry, D. D.	Pittsburgh	Discussion, Private Schools	Thursday	2:00
Marietta, E. L.	Iowa City	Discussion, Off. Mach.	Wednesday	2:00
Mayne, F. Blair	Sacramento	Panel Ch., Social Bus.	Wednesday	9:30
McFarland, Dr. K.	Topeka, Kansas	Address, NBTA Banquet	Thursday	6:30
Meade, Kenneth A.		Discussion, Private Schools	Thursday	2:00
Meadows, George A.	Shreveport, La.	NBTA publicity director		....
Miller, Jay	Wilmington	NBTA Executive Board		....
Musselman, V. A.	Lexington, Ky.	Discussion, Bookkeeping	Wednesday	2:00
Olson, Milton C.	Albany	Discussion, Bookkeeping	Wednesday	2:00
Place, Irene	Ann Arbor, Mich.	Discussion, Administration	Wednesday	9:30
Polishook, William	Philadelphia	Discussion, College	Thursday	2:00
Price, Ray G.	Minneapolis	NBTA Treasurer		....
		Presiding, Sec. Schools	Thursday	2:00
Richert, G. Henry	Washington, D. C.	Discussion, Distrib. Ed.	Wednesday	9:30
Robinson, Stanley C.	Urbana, Ill.	Discussion, Social Bus.	Wednesday	9:30
Rowe, John	New York City	Discussion, Secretarial	Wednesday	2:00
Salsgiver, Paul L.	Boston	Discussion, Sec. Schools	Thursday	2:00
Scheiderer, Mabel	Decatur, Ill.	Discussion, Off. Mach.	Wednesday	2:00
Selby, Paul	Kirksville, Mo.	Discussion, College	Thursday	2:00
Springgate, V.	Oshkosh, Wis.	Discussion, Priv. Sch. Instr.	Wednesday	9:30
Strong, Earl P.	Urbana, Ill.	Panel Ch., Administration	Wednesday	9:30
		Discussion, Off. Mach.	Wednesday	2:00
Sufana, Mary	East Chicago, Ill.	NBTA First Vice-President		....
Tarrant, Hugh	Wyandotte, Mich.	Discussion, Audio-Visual	Wednesday	2:00
Taylor, James R.	Detroit	Panel Ch., Gen. Assembly	Thursday	9:30
Thompson, James M.	Charleston, Ill.	Presiding, Social Bus.	Wednesday	9:30
Tidwell, Fred	Seattle, Wash.	Discussion, Secretarial	Wednesday	2:00
Toll, Lewis R.	Normal, Ill.	Panel, Social Bus.	Wednesday	9:30
Trytten, J. M.	Ann Arbor, Mich.	Presiding, Audio-Visual	Wednesday	2:00
Wark, Purl	Croswell, Mich.	Discussion, Audio-Visual	Wednesday	2:00
Wells, Inez Ray	Columbus, Ohio	Panel, Social Bus.	Wednesday	9:30
Woodward, Theodore	Nashville	Presiding, Adm. Rd. Table	Wednesday	9:30
Zumwalt, Cletus	Modesto, Calif.	Report, Vis. Ed., College	Thursday	2:00

The BUSINESS EDUCATION World

Vol. XXIX No. 4 December 1948

A Kit for Job Getting

■ HAROLD J. JONES
Thomas Jefferson High School
Council Bluffs, Iowa

THE DAY when students will *need* to plan carefully for obtaining an employment interview, for conducting themselves during the interview, and for *getting* the job they want is getting closer and closer at hand. Recent literature indicates a stiffening of the demands of employers, a raising of standards. Personality, behavior, poise, maturity—these are factors that many employers have had to reckon with sadly in the boom times, factors that literature has always stressed, factors that are becoming essential in job getting, now that the peak of employment opportunity has passed.

How can we best help our students? Certainly we cannot leave them unguided; we need a *plan,* a formula for job-getting success. Such a plan or formula has been worked out in our school. We recommend the plan to you, whether or not you have any trouble in placing students, for it helps the student find the job *for which he is best suited.*

As developed in our secretarial-practice class, the plan calls for twelve "steps" in which students compile a "job kit" of information about jobs, materials, and themselves and perform certain activities.

The plan requires the use of several forms, some of which are illustrated here and most of which are in the workbook accompanying any good office-practice manual. These student materials introduce many business procedures, are of considerable assistance in helping students get their first interviews, and are a great aid in personality development.

Step One, February 7-11

Our first objective is to make the student realize that he is soon going to be looking for a job. He is just a few months—perhaps only a month—away from graduation, and soon he is going to be on his own, both in getting and filling a job. So we direct his activities so that he becomes aware of the goals that he must reach by the end of the semester.

One chore in becoming aware of the goals is to determine local employment requirements; our students quickly learn that a shorthand speed of 100 and a typing speed of 50 are "standard" minimum requirements, and that a shorthand speed of 120 and a typing speed of 60 are essential to getting preference. Good; they know and are stimulated to go after the achievement levels.

Another chore is to set up similar requirements in terms of personal characteristics. An interview or two by each student, a compilation by the group of its findings, and the students become acutely aware that employers are really, are *genuinely* interested in such personal characteristics as good health, alertness, courtesy, tact, dependability, and the others of that familiar list.

Having learned of the requirements, the students next measure themselves to see what improvement they must attain during their last year or semester in school. Their level of skill is quickly determinable, of course, by class tests; their level of personality rating, however, is something they must seek. For this goal, each student fills out a personal-data form similar to an employment blank—and perhaps becomes conscious for the first time what kind of picture his education, his skills, his experience, his extracurricular record, and his personal traits together make up.

In this first week, then, the student takes his measure, present and future.

February 14-18

Keeping in mind his needs for improvement, each student next gives attention to "job campaign." Through research, group discussion, and interviews with graduates and businessmen, the student learns that there are many ways to locate a job—through the school placement office, through friends, through private and through government employment agencies, through newspaper advertisements, and so on.

While investigating job campaigns, a parallel study of "job behavior" is begun, so that we have opportunity to introduce the importance of good personal relationships, of keeping confidential the matters of business affairs, of correct dress and grooming for business work, and of the need for on-the-job improvement for advancement. It is not difficult to persuade students that our secretarial-practice course is their "job" or to get them to play the game of being "employed" by their teacher.

As a specific do-something activity, each student is asked to make a list of employment agencies, a list of friends who might help him get a position, a summary of an article on business etiquette, and a summary of an article on office procedures. These materials, along with the personal-data form of the preceding week, comprise the start of each student's job kit and so are placed in a folder of his own.

Step Two,
February 14-18

During this same week, as an approach to personality evaluation, each student is rated on a personality-rating scale by five unidentified classmates. Each student's estimate is placed on one of the forms, then the opinions of the five raters are transferred to a composite sheet, with each rating indicated by a distinctively colored line. Each student retains his own composite "personality picture," studies it, determines how to improve himself (with a little aid from a generalized class discussion, of course), and adds the "picture" to his job kit. This, he knows, is the "before" picture of the "before and after" series he will have.

In general, students will give an impartial and just rating of their classmates if the factors involved in the rating sheet are explained.

February 28-March 4
and March 7-11

These two weeks have no new projects other than training in the business forms that are featured in this part of our course of study for the secretarial-practice lessons. We must remember that our job-kit course is supplementary to the secretarial-practice emphasis of the course. Besides, improvement takes time; and, with the need for improvement clearly defined in the first two weeks' work, students approach their skill-building and job-knowledge activities with great fervor.

Step Three,
March 14-18

In the third step, we direct the attention of the students to the value of their hobbies, for we teachers know how revealing hobbies can be and how much they can contribute to personal growth. It may be necessary for some students to study themselves before they realize that they do have a hobby—if only a preferred activity that they do without thinking of

it as a hobby—but most are quick to identify their hobbies.

If a student has a hobby that can possibly lead to job opportunity, he is asked to arrange the information about his hobby and the facts of his interest in it and adeptness in it as a view of himself.

A girl, for example, who had a hobby of tinting pictures found an obvious tie-in for applying for a position with a company that specializes in camera and photographic equipment. Another girl, whose hobby was fashioning advertisements for our school newspaper, easily found a lead for applying for a secretarial position with an advertising agency. Similarly, a direct approach to stenographic work at a local radio studio was found for one of our boys who was outstanding in school dramatics and debating.

Most of the class members were able to find hidden abilities in an examination of their hobbies; and, to their job kits, they added information about their hobbies and clues for linking hobbies to job opportunities.

Step Four,
March 14-18

Continuing in this same week from the discussion and preparation of material about hobbies, each student next makes a list of firms to which his hobby gives him some special affinity. "Companies I'd Like to Work For," he labels this page in his job kit—and the idea that *working would be pleasanter if tied to a natural interest* grows out of the discussion.

Step Five,
March 21-25

One of the steps in obtaining a job is, of course, the writing of a letter of inquiry; so writing such a letter becomes the thread of the next week's activity. We discuss some letters of application. We read and appraise some written by students of earlier semesters. Each student writes a "first draft" of a letter of inquiry, addressing it to one of the firms on his preferential list; and then we read and evaluate each letter. We analyze the psychology behind different approaches; we question the wording used.

Finally, each student completes a letter-perfect note to inquire of the firm whether a vacancy would be available at the end of the semester, and whether the writer could be interviewed for it. The letters are mailed—what an exciting day!

Each letter brings a reply, sometimes with an application blank enclosed and frequently with an invitation for an immediate personal interview. Many of such invitations have resulted in after-school and Saturday jobs for students.

April 4-8

The writing of the letter and the anticipation of a reply immediately open the stage for a discussion of application interviews. How attentively students listen to discussions of what to wear, what to say, what credentials to take along, what questions to ask, what answers to give!

April 11-15

Now the replies to the letters are coming in, and our discussions become specific—what to wear to *that* office, what to say to *that* employer, what to take along to show *him*, what questions to be sure to ask *him*, and so on. With the imaginations of the students thus fired, it is easy to direct the class discussion into fundamental personal-behavior relations in the office.

Step Six,
April 18-22

With interviews in prospect—for some, at once; for the others, soon—we next give attention to the preparation of a new personal-data sheet. (Remember, the students still have the "personality picture" in their kits.) This week, we have each student compile a list of the things he could do for an employer—the specific machines he can operate, his vocational skills, and so on—along with a summary of his personal data—education, working experience, and so on. This one-page sheet is designed to accompany any future letters of application, and a carbon

■ *Shown above are six forms used in Mr. Jones's "job kit." This is a sure-fire recipe for teaching job-interview and job-procurement techniques to your students. You will want to save this valuable material for use in February and again next September. Please note that the dates in this article are approximate and merely indicate the pace of activities.*

copy of this sheet is handed in to the school placement office.

April 25-29

We turn this week to analysis of advertisements in the help-wanted columns of our local newspapers. The students bring in the clippings, and we discuss the requirements for many jobs. Some students write letters of reply—many of our students have obtained fine jobs through following up such advertisements. By now, of course, each student has a model letter of inquiry he can copy or improve upon and a model personal-data sheet he can enclose with the letter.

Step Seven,
May 2-6

Up to this time, the student's view of himself has been principally as others see him; so, this week, he begins to analyze himself in terms of many specific factors. Using self-analysis forms, consisting of several pages, he rates himself in terms of health, appearance, speech, attitudes, and so on. Before entering the results of this scrutiny in his job kit, each student reviews his paper privately with the instructor, revises it if necessary, and finally makes a good pen-and-ink copy in which he displays his best penmanship. The conference with the instructor, as you would expect, emphasizes "and what are you going to do about this admitted weakness?"

Step Eight,
May 2-6

Part of this week, in furtherance of the job-campaigning emphasis, is devoted to study of the application forms used by many of our local concerns. The students are given opportunity to fill out many of them, so that they become adept at typing on ruled forms and at squeezing data into small spaces. Employers have been most co-operative in providing us with samples, and in some cases with many copies of such application forms. It is not infrequent, therefore, that a student returns from an interview and reports that he filled out an employment blank identical to the one he practiced on; in one or two cases students have been able to hand to the employer a ready-filled-out form from their job kits!

Step Nine,
May 9-10

This date is the dead line for two application photographs, concerning which the student has been previously reminded from time to time. One picture is attached to the personal-data sheet in our school placement office, and the other is used with the copy in the job kit. Sometimes the students obtain their pictures from the photographer who takes pictures for our high school annual.

The value of pictures has been questioned by some writers; but, at least in our community, an application accompanied by a picture is a standard employment tool.

Step Ten,
May 9-13

You have doubtless noted the frequency of personality analysis—we have had others analyze the student, and we have had the student analyze himself. In this week, after nearly a semester of frequent discussion of the importance of personality and evaluation of personalities, we make our final survey. Again each student is evaluated by five of his classmates, and again he makes a composite picture. (On rare occasions, when an injustice seems to have been done a student, we have five unidentified teachers rate him, in which case the composite picture of the faculty's rating is substituted for the last one by the student's classmates.)

Step Eleven,
May 16-20

Many students already have Social Security cards and willingly tell their classmates how they got them and what their importance is—especially, how and what salary deductions are made from their salary checks! Students who do not have a card immediately send for one.

Employers nowadays assume that the

applicant has a Social Security card, and most employment forms require the applicant to indicate his serial number.

Step Twelve, Putting the Job Kit Together

Among the contents of each student's job kit are numerous business documents—the forms from the workbook used in the course (telegrams, pay-roll forms, legal papers, letters of many sizes on stationery, for examples) and the various application forms the student has practiced on during the semester. The student puts only samples of his best work in his kit.

As the end of the term comes in sight, the students review all their accumulated materials, retype those that need revision, and finally arrange the contents of their kits so that the employer, when handed the whole folio during the interview, will view them in this order:

1. Small photograph, mounted with "album corners," in the upper half of a page, with name written in ink below.
2. Social Security number, typed in lower half of the same page.
3. Typed data sheet showing name, age, school record, and other pertinent information.
4. Hobby information, if it pertains at all to the type of work for which application is being made.
5. Carbon copy of the letter of inquiry that had been sent previously to the firm. "Letter of Inquiry" is neatly typed at the bottom of the letter.
6. Letter of reply giving the opportunity for this interview. "Answer to Letter of Inquiry" is typed at the bottom.
7. Filled-out copy of the employer's application form, if a copy is available in advance to the student.
8. The final "personality picture."
9. The self-analysis blanks filled out by the student.
10. Copies of well-prepared business papers accumulated during the semester.



"'High school graduate—age 17—marital status, old maid'—h-m-m-m."

And Finally, the Interview

The use of the job kit in the interview does not solve all the problems, of course; but it certainly helps. An employer is immediately sensitive to the merits of applicants who patently *prepared* for the interview. Too, with so much information immediately at hand and with so much experience in filling out application forms, the student can make a rapid and creditable job of filling out any new questionnaire forms given him. The job kit provides a conversation piece and presents the student's best evidence for fitness for employment.

The job kit gives the student an advantage over other applicants for the same position, not only because of its methodical and obvious readiness for the occasion, but also because each of the materials presented shows the student's awareness of the focal points of the employer's interest. Most applicants, for example, do not point out the relation of their hobbies to the job at stake; most do not invite attention to personality traits. The fact that *our* students do so shows their awareness of factors in which employers are interested.

Yet, if nothing were achieved by the kit itself, and if the kit were not used at all, the compilation of materials for the kit and the discussions that were waged on those materials would themselves justify the effort in the preparation of the job kit.

Transcription Is My Favorite Subject

Prize winning letter in the contest sponsored by the B.E.W. Editorial Board



■ **LOUISE J. KENSY**
Warren Harding High School
Warren, Ohio

I HAVE become wary about committing myself on "my favorite subject" ever since that day when, as a young graduate student, I replied to roll call (as requested by the instructor) with the names of the subjects I taught: "Shorthand, typewriting, bookkeeping, junior-business training, ninth-grade science. . . ." I reeled them off in the same manner as had all the students whose names alphabetically preceded mine.

Next came a young fellow named Kittring, or Kittridge, or Kitson—something like that. Before he reported what *he* taught, he paused a little for dramatic effect. A benign smile lit his face, and his eyes shone with the love of humanity (including this said Kittring, Kittridge, or Kitson, for the remark was obviously calculated to win him favor). Then, said he, "I teach—children."

Now that is certainly not the point around which this contest was set up; however, there *is* a point here, too. Let us always keep the child in the picture. But, remembering him, let me tell you what my favorite subject is and why. There is nothing that gives more teaching pleasure than transcription, Shorthand IV, or, call it what you will, that last semester of integrated stenographic training we give our young ones before we send them out to take their useful places in society, to be children no longer, but to accept their duties in a socially useful activity as responsible young adults. Let us review what rich rewards this teaching situation holds that singles it out above all others.

Here are students, eighteen weeks before commencement. They come into your class with three newly acquired skills: shorthand, typewriting, and some pretranscription training. Perhaps this latter has been oral transcription only. Now it is your job to fuse these three elements into a usable whole. Does the leader of a symphony orchestra do more? You, as well as he, take segments and blend them into a harmonious pattern of usefulness and beauty.

Not as an automaton do you work now. No two students are exactly alike; and no two will be exactly alike at commencement. Your object is to develop each student to his optimum capacity. As the lessons progress, you can begin to talk to these young people as adults. "Mary, you've misquoted the price of those books to Jones. Your firm will *never* get the order if you transcribe $14 a copy when the dictated price was $1.40." Later, "Tom, if you were in doubt about your notes in an office, would you just put anything down,

whether or not it made sense? Or *would* you ask? We do the same here."

Then, on one of your teaching days, along comes the principal or a businessman and asks, "Can you send me a stenographer?" "They're still learners," you say. "Oh, that's all right," says he, "I understand." Of course, you send your best student; and later that afternoon, when you meet her in the hall, she says, "He gave me *three* letters! I finished two, and I'll stay after school to do the third. Here they are; would you look them over, please, Miss Kay?"

You do, and though there may be mistakes, it's surprising how often these letters are mailable. When you tell her you're proud of her, her eyes light up with the realization that she's been worth something in the real, grown-up world today. Then, as her enthusiasm kindles a responsive glow in you, that evening, O teacher, you take home more than your pay check—much, much more!

OF COURSE, it's not all sunshine and roses. Some evenings when you're checking transcripts, you'll see the same stupid error on at least ten different papers—something like "receipt of *you* check is acknowledged." That means a dramatic bit of teaching will have to be done the next morning, probably dictating "*you* check" in every context until all students get the point; they know by your voice that you are chiding gently. Yes, there will always be those poor, unhappy children who erase until they have torn holes in the transcript, and those who smear lipstick across it, or wrinkle its edges. But you just write across the top, "Your employer does not like lipstick on his letters"; and the student is rare, indeed, who would dare to let a lipstick smear appear again, especially if you can catch her eye a few moments after you have returned her paper and smile as though you were sharing a joke or a secret.

All too soon the course is finished. The students go forth for their first positions. Next semester you call the attorney who does your income tax, or the dentist, or the Y.W.C.A., and on the other end of the line is one of the girls you helped to train. Yours was the task of polishing into the finished product both her attitudes and her skills. Now you see your pupils helping the lawyer, the doctor, and the social service agency; and you see yourself extended *with* and *through* them into a service to your community.

Sometimes there is a young student who is a little more sensitive than all the others. She has taken dictation from the principal to his entire satisfaction, and then you have sent her out on a good stenographic job that you know she can fill. The last day of class a little note appears on your desk that reads, "To a wonderful friend and teacher, in appreciation of the many fine standards you have set for us. I hope I may never fall short."

Man alive, it's *good* to teach!

What a Surprise!

WE HAVE just completed reading and judging the contributions to the "What Is Your Favorite Subject?" contest announced in the B.E.W. last June. To our amazement, there were so few entries in the "Big Three" subjects of shorthand, typewriting, and bookkeeping that, in accordance with the rules announced, we have had to declare "no contest" in those fields!

Does this mean those subjects are no longer popular? Or does it mean that enthusiasts thought we would be flooded with entries in shorthand, typing, and bookkeeping? We believe the latter to be the case; so we are reopening the contest *in those fields.*

Here, then, is your invitation: Tell us, in 1,000 words or less, which of those three is your favorite subject, *and why.* Mail your contribution to Teachers Contest, Business Education World, 270 Madison Avenue, New York 16, New York, by the first of February. We will publish the best letter in each subject and award a prize of $10 to its author. Only classroom teachers are eligible.

Meanwhile, watch for the winning contributions in Basic Business, in Business English, and in Consumer Education, in forthcoming issues.—*The B.E.W. Editorial Board.*

Typists to the Rescue



...he House ma... ...ides, ...the President possibly may ask congress to eliminate the tax free status of officer pensions except in cases of actual combat disability. He emphasized no action will be taken in legitimate cases.

"I know of one officer who is receiving tax free disability pay and is holding a $75,000 job in private industry," he said. "If a man is handicapped to such an extent that he gets tax free disability pay, he's not worth $75,000 a year to private industry. If he's worth that to industry, then the government doesn't owe him a pension. That's the president's view."

Grand Jury in Recess

The grand jury investigation of Meyers' wartime activities is in recess until Monday, while the justice department is rounding up key witnesses. Most of those appeared in the senate hearings.

It is expected that indictments will be sought on charges of perjury and of inducing others to commit perjury. Each would carry, upon conviction, a total maximum penalty of 10 years and fines of $10,000. Other possible counts including charges of tax violations, might bring total imprisonment of 35 years for others.

BERWYN'S EX-MAYOR TO STEER SHIP FROM FINANCIAL REEFS!

Charles S. Smith, 65, former mayor and mayor of Berwyn, had his sea captain's license yesterday, and was looking for a ship to command. He is now first officer of the American Export line frater Arcadia at Italy.

Smith, who enlisted as a field artillery private in World War I and became an army captain, resigned, after the attack on Pearl Harbor, for any service without a 'desk' attached to it. Turned down because of his age, he joined the merchant marine, first shipped as an ordinary seaman, and helped man war transports in the Pacific.

dent of Finland, is seriously ill from a stomach ulcer, it was disclosed today. His doctors want him to go to Stockholm for treatment but he is too weak.

LAHORE, Pakistan, Nov. 27 (Reuters)-Two hundred persons were killed or injured when a special train taking Moslem evacuees from East Punjab to West Punjab left the rails near Ambala on Monday, a delayed report said today. Ambala is in East Punjab, India, about 170 miles southeast of Lahore.

Paris, Nov. 27-(AP)-Leaders of France's 1,000,000 unionized public service workers applied an unexpected checkrein to the increasing wave of communist-led strikes tonight by voting against a walkout. Premier Schuman had told the assembly his government was prepared to use force as "a last recourse" to end the crippling strikes, now involving 2,000,000 workers.

BRITISH FIGHT SHIP BLAZE ALL NIGHT TO SAVE BACON AND EGGS

LIVERPOOL, England, Nov. 27 (Reuters)-Firemen and dockers worked thru the night to save a [illegible],500,000 eggs and

...tony Condition Remains Serious, But not Critical

State's Atty. William J. Tuohy, 50, was reported resting comfortably in St. Joseph's hospital yesterday after two severe heart attacks suffered Tuesday night in his home at 1044 Loyola av. and as he was being taken to the hospital. His condition was described as serious, but not critical.

Tuohy's personal physician, Dr. Laurence E. Hines, said Tuohy is "approximately the same," but added that the patient had a fair chance of recovery. Members of the family said Tuohy spent a restful night.

Sick For Several Weeks

He was taken to the hospital and given oxygen thru a facial mask after the heart attack in his home. His wife, Mrs. Helen Tuohy, and other members of the family were at the bedside.

Tuohy had been ill for several weeks, and consulted Dr. Hines about a pain in the chest. He was told to rest, but continued to work. On Tuesday he conferred with Sheriff Walsh on a plan to halt gambling in Cook county, and during the meeting complained of feeling ill. Later that day he conferred with Chief Justice Cornelius J. Harrington of Criminal court.

Lost First Assistant

Tuohy, whose work in the state's attorney's office had increased thru the retirement of his first assistant, Wilbert Crowley, to become a judge, also had busied himself of late with the Mercy hospital fund drive and as chairman of the Catholic high school league championship football game. The duties of state's attorney have been taken over by Richard Austin, now first assistant.

Fri., Nov.

CHICAGO AND VI... cloudy, consi... today; high ... tonight, 12; ... at 14 to 18 ... outlook for to... cloudy and co...

ILLINOIS: Conti... partly cloudy ... mostly c...

TEMPERATURES

9 a.m.....27
10 a.m....29
11 a.m....30
Noon.....31
1 p.m.....31
2 p.m.....32
3 p.m.....32

Sunrise, 6:55. Moonrise, 5:30 ... Morning stars: ... urn. Evening ... and Mercury.

ALBANY'S T... FILE NLRB ... AGAINST TY...

New York, Nov. ... Publishers of A... newspapers yeste... list of printing ... ers opposing th... policy adopted ... ernational Typo... Charges that the ... lating the Taft ... refusing to bar... ly and by seeki... closed shop were ... regional office ... labor relations ... York City by th... of the Albany T... the Knickerbock... les T. Douds, ... director, sai... would be invest...

LIEUTENAN... IN ATTEMP... FRENCH AI...

Part of the front page of the Chicago Tribune

■ Chicago newspapers, confronted with labor difficulties in the composing room, solved their immediate production problem by calling on typists. The *Chicago Sun* was published by a photoengraving process that by-passed the composing room. News stories and other editorial matter were prepared in the usual manner and then set up by stenographers on electric typewriters in the required column width. As every typing teacher knows, the typists had to type the copy twice—first, to find line variances; second, to "justify" the variances—to achieve even margins.

Your New Income Tax (1949)

■ R. ROBERT ROSENBERG, C.P.A.
Public Schools
Jersey City, New Jersey

IN APRIL, 1948, the Congress of the United States overrode a Presidential veto to pass into law the Revenue Act of 1948. This Federal revenue act is really a cost-of-living adjustment granted the taxpayer by the Government. The law releases from the tax rolls many millions of taxpayers and reduces the amount of the payments of others by hundreds of millions of dollars. The total loss in revenue to the Government amounts to approximately 4 billion dollars.

Many of the sections under the new law affect every taxpayer and should be thoroughly understood by him. The amount of individual Federal income tax is affected by such changes provided in the Act as, for example, in the reductions granted from the total tentative normal tax and surtax, in the exemptions allowed, by the splitting of income provisions, by the allowance for medical expenses, and by the changes in the optional standard deduction.

Tax Rate Reductions

Using the same normal tax and surtax table that was in effect in 1947 (see below), the Revenue Act of 1948 provides that the combined tax (normal and surtax) shall be the total of the tentative normal tax and tentative surtax, *reduced* as follows:

If the aggregate of the tax is not over $400, the reduction shall be 17% of the aggregate. If the aggregate of the tax is over $400 but not over $100,000, the reduction shall be $68 plus 12% of excess over $400. And, if the aggregate of the tax is over $100,000, the reduction shall be $12,020 plus 9.75% of excess over $100,000. In no event shall the combined normal tax and surtax exceed 77% of the net income.

Therefore, if a man's net taxable income after all exemptions and deductions have been made amounts to $7,500, his total Federal income tax amounts to $1,572.80. The tax is computed as follows:

Tentative normal tax and surtax (see normal tax and surtax table):		
Tax on first $6,000 of income	$1,360	
30% of $1,500 balance	450	
Total tentative tax		$1,810.00
Reduction provided by Revenue Act of 1948:		
17% on first $400 of tentative tax	$ 68.00	
12% on $1,410 balance	169.20	
Total reduction		237.20
Total tax		$1,572.80

Saving on Your Taxes

Exemptions. Personal exemptions (credits against net income for the taxpayer, his wife, and dependents) are $600 each. A $600 exemption is allowed for each dependent whose *gross income* is less than $500. An additional exemption of $600 is allowed if the taxpayer attains the age of 65 by the last day of his taxable year. Two old-age exemptions are allowed on a joint return if both husband and wife are 65 or over at the close of the taxable year.

Splitting of Income. The law permits a husband and wife, regardless of the state in which they reside or the type of income received, to report their combined income in a joint return. The income is divided equally for the purpose of the tax computation, and the tax payable is the sum of the taxes on the two halves of the income. The fact that one of the spouses may have no income at all does not affect the option to file a joint return and to benefit from the income-splitting method. This method applies only to the

income of a husband and wife. It cannot include the earnings of a minor child. The income-splitting plan applies only if the husband and wife file a joint return.

Deductions. The Federal income tax law allows the following deductions: a maximum of 15% of the adjusted gross income for charitable contributions; interest paid on personal obligations; taxes (state income taxes; Federal taxes only if paid for business or income-producing purposes; real estate and personal property taxes; retail sales taxes; state gasoline taxes; automobile license fees, and similar taxes); losses from fire, storm, shipwreck, or other casualty or theft; other allowable miscellaneous deductions.

Medical Expenses. A deduction for medical, dental, and related expenses is allowed only to the extent that these expenses exceed 5% of adjusted gross income. On a joint return, that would be the excess of 5% of *aggregate* adjusted gross income.

The maximum deduction allowable on a joint return of persons having exemptions for dependents is as follows:

Number of Exemptions	Maximum Deductible on: Separate Return	Joint Return
1	$1,250	.....
2	2,500	$2,500
3	2,500	3,750
4	2,500	5,000

Optional Standard Deduction. If adjusted gross income is more than $5,000, an optional standard deduction of $1,000 or 10% of the adjusted gross income, whichever is less, is allowed a taxpayer in place of the nonbusiness reductions listed above. This lump-sum deduction may be taken without any explanation or proof. On the separate return of a married person, however, having more than $5,000 adjusted gross income, the standard deduction is $500. Thus:

1. *Single person's return:* If the adjusted gross income is $5,000, the standard deduction is $500; $7,500 income, $750 deduction; $15,000 income, $1,000 deduction.

2. *Married person's joint return:* Same as above on *aggregate* adjusted gross income of both husband and wife.

3. *Married person's separate return:* The standard deduction is $500 regardless of whether the amount of adjusted gross income is $5,000 or more than $5,000.

Only one standard deduction is allowed on a joint return. The standard deduction may not be taken by one spouse if the other computes net income by itemizing deductions.

■ *Are you perplexed about the tax being withheld from your salary, about the reduction granted you by the Revenue Act of 1948, about the amount you will pay next Ides of March? Doctor Rosenberg explains the revised income-tax procedure here—of interest not only to business-arithmetic teachers but to all teachers.*

Methods of Calculating Tax

The Federal Revenue Act of 1948 provides three methods by which income taxes may be calculated. The method to be used by the taxpayer depends on the

1948 TAX RATES
(Combined Normal Tax of 3% and Surtax)
Taxes payable on or Before March 15, 1949

If the Normal-Tax and Surtax Net Income Is—	The Tentative Tax Shall Be—
Not over $2,000	20% of the taxable net income
Over $2,000 but not over $4,000	$400, plus 22% of excess over $2,000
Over $4,000 but not over $6,000	$840, plus 26% of excess over $4,000
Over $6,000 but not over $8,000	$1,360, plus 30% of excess over $6,000
Over $8,000 but not over $10,000	$1,960, plus 34% of excess over $8,000



"Yeah, Joe, I'm quitting today. This is something I've wanted to do since I started painting nineteen years ago."

source of his income, the amount of his income, and the amount of income on which taxes are withheld.

Under *Method 1,* the withholding receipt (Form W-2 Rev.) may be used as a tax return. The Collector of Internal Revenue will, at the request of the taxpayer, figure the amount of tax due, credit the taxpayer with the tax already paid, and send a bill for the balance due or, if the tax withheld exceeds the amount due, will refund the difference, provided:

1. The gross income from all sources is less than $5,000.
2. All of it comes from wages, salaries, interest, and dividends.
3. The employer has deducted income taxes from the employee's wages during 1948.
4. The income from which the tax has not been withheld is not more than $100.

The taxpayer who chooses to pay his annual income tax by this method must send to the Collector of Internal Revenue all withholding receipts, Form W-2 Rev. (showing total wages earned and total income tax withheld during the year) furnished by his employer no later than January 31. These withholding receipts become the taxpayer's tax return.

A taxpayer who qualified under Method 1 may, if he chooses, use either Method 2 or Method 3 for the computation of his tax.

Method 2 is the short-cut method of tax computation. If the taxpayer's *adjusted gross income* is less than $5,000 from any source, he may make a short-form return on the regular income tax form (Form 1040) and compute the tax by using the official tax table given on page 2 of the form, or he may file the long-form return as explained under Method 3. Each taxpayer should compute his tax on both the short form and the long form and should then file the return that shows the smaller tax.

The *adjusted gross income* is determined by deducting from the *gross income* the following expenses and losses:

1. Business expenses, except if the taxpayer's business is in the employment of others.
2. Traveling expenses, as an employee.
3. Other expenses, as an employee, if the employer agreed to reimburse the employee.
4. Expenses in getting rent or royalty income.
5. Losses on the sale or exchange of property.

Method 3 of tax computation is used if the taxpayer's *adjusted gross income* is $5,000 or over: the exact method of computing the income tax on the long return form (Form 1040) must be used.

Two taxes are to be computed in determining the tax by the exact method: (1) the normal tax, and (2) the surtax. The total income tax is the sum of the normal tax and the surtax.

The amount of tax, assuming that a joint return is made, is computed as follows:

1. The net income (the aggregate income of both spouses minus their aggregate deductions or their standard deduction) and the credits against net income (in most cases this will be the total of the exemptions for husband and wife and dependents) are reduced by one-half.

2. The normal tax and surtax rates are applied to the amount remaining after subtracting the split credits from the split net income.
3. From the result of step 2 is subtracted the applicable percentage reduction.
4. The amount of tax found under step 3 is then multiplied by 2.

Here is An Example

The actual computation of tax may best be illustrated by the following problem:

A taxpayer has a salary of $8,000 and pays $700 medical expenses for himself and his wife and $100 local property taxes on his residence. His wife has an income from dividends of $2,000 and makes gifts to charitable organizations amounting to $1,600. The taxpayer and his wife are not entitled to any exemptions other than the personal exemption of each. Find the tax on their joint return.

Solution.

1. Salary		$8,000.00
2. Other income		2,000.00
3. Adjusted gross income		$10,000.00
4. Deductions:		
(*a*) Charitable contributions (limited to 15% of adjusted gross income)	$1,500	
(*b*) Taxes	100	
(*c*) Medical expenses (in excess of 5% of adjusted gross income); excess of $700 over 5% of $10,000	200	
		1,800.00
5. Net income		$8,200.00
6. Net income reduced by one-half		4,100.00
7. Credits against net income (2 personal exemptions)		1,200.00
8. Credits in item 7 reduced by one-half		600.00
9. Net income reduced by one-half (item 6) minus credits reduced by one-half (item 8)		3,500.00
10. Tentative normal tax computed on amount in item 9 (3% of $3,500)		105.00
11. Tentative surtax computed on amount in item 9 ($340 plus 19% of excess of $3,500 over $2,000)		625.00
12. Aggregate of the tentative normal tax and tentative surtax		730.00
13. Combined normal tax and surtax ($730 reduced by $68 plus 12% of the excess of $730 over $400)		622.40
14. Total tax (twice the combined normal tax and surtax determined in item 13)		1,244.80

Protest: Let Us Teach

■ GRACE V. WATKINS
Hamline University
St. Paul, Minnesota

IN THE last year or two it has become popular with writers to "speak in support" of the teaching profession. These writers, bless their hearts, are embarked on a worthy crusade. They advocate increasing salaries, stirring up the public to accord teachers a larger dose of respect, and waking up school boards to the "true situation," to the "crisis in education." There's one aspect of the problem, however, that seems not yet to have become generally recognized.

Teachers do need adequate salaries. They do need greater professional prestige. But, in the opinion of a good many teachers, they need even more an emancipation from the role of general flunky in which some communities cast them. Too many teachers are floundering in a morass of "extracurricular" jobs that drain off the energy that should go into teaching.

What sort of "extras" are foisted on many teachers? I sat down and in ten minutes made out a list of jobs that teachers of my acquaintance have told me they were required to do—or else. Here's the list:

Serve as chairman of teas, receptions, suppers, luncheons (for as many as 180 persons); write plays; serve as supervisors for student clubs; fry beefsteaks for the faculty; judge float and essay and stunt competitions; type and distribute notices of meetings; serve on countless civic committees; coach outside activities in the community; sell movie and athletic tickets; issue guest tickets for dances; teach Sunday school; sing in the church choir; accompany soloists and choruses; sponsor benefit shows; serve as publicity chairman in city-wide movements; conduct housing

surveys; preach on Sunday; supervise secretarial pools. Many other extra "duties" could be added. For none of those mentioned was there any additional pay.

For Example

But here's a specific case—Gordon Meredith. I know him well. In the institution in which he taught business courses, he struggled through thirty-five classes a week, supervised practice teachers on Saturday morning, and served on two standing committees. He was a superior teacher—one of the best I've ever known. As a result of this overloading, his health deteriorated and now he has resigned from his teaching job. A short-sighted administration lost an outstanding teacher.

Margaret Dale took a position in a small college where she was to be dean of women and teach "a few" secretarial courses. By the end of her second year her duties included teaching fifteen classes a week, acting as head resident of a dormitory, writing all the college publicity for the city paper, serving on four standing committees, supervising a secretarial pool, acting as chairman for student and faculty social life, and managing the girls' societies. In desperation she resigned.

Jane Williams signed a contract to teach "commercial work." By the beginning of her last semester at the college in question she was given thirty-three classes a week plus the chairmanship of the faculty social committee. In spite of her pleas, nothing was done. She wanted a lighter load or an assistant in the department, but to these suggestions the administration turned a deaf ear. In fact, it was suggested that the next year she serve as secretary to the president in addition to teaching! She resigned. When her resignation was announced, there was weeping and wailing and gnashing of teeth on the part of the administration, who "would have made an adjustment" if she had "come in and talked it over."

Community Life

But school administrators are not the greatest offenders. Many community leaders are worse. On the theory that teachers are "paid from taxes" many small-town community leaders demand that teachers carry the burdens in town clubs, and so on, although other tax-paid officers all the way from the water commissioner to the garbage collector are seemingly forgotten in the zeal of these leaders to get their money's worth.

I remember an incident that happened when I had accompanied another teacher in a recital. The following day one of the good women of the town, cornering me in a store, asked somewhat crisply, "Now that the recital is over, are you and Miss Krane going to begin appearing in the community?"

"No, I hardly think so," was my reply. "Miss Krane is a professional musician and accustomed to receiving $10 an appearance. She's not interested in appearing in the community and neither am I."

"Indeed," puffed the lady, *"Carterville* expects it."

"That's unfortunate," I told her. "Carterville will have to change its way of thinking." Strangely enough, the following Christmas (I was teaching in another town then!) I had a greeting card from this same woman declaring she missed me a great deal.

The overloading of teachers with extra jobs is one of the principal reasons that scores of teachers have abandoned the profession.

Business Teachers

Business teachers seem to come in for an especially strong dose of this overloading—probably because many school administrators have had no experience in the business world. They have never

■ *Using true illustrations but fictitious names, Miss Watkins vehemently protests against the "extras" loaded on teachers.*

taught business; they know little about the functions and operations of a modern business office; they are unfamiliar with the requisites for good employees, the requisites for a good business teacher, or the problems the business teacher faces in his work. Unfortunately, many school administrators still have the notion that, as one such official expressed it to me, "All you do is sit there while the students type." Needless to say, he had never visited my classroom!

It is this conviction that leads some administrations to give the business teacher a heavier teaching and extracurricular schedule than that of our academic associates. Administrators need to be educated!

An educated administration should take the initiative in protecting teachers from overburdening demands by the community, too. Teachers should have freedom to say, "No"; and in this "No" they should be backed by school officials. The school should have a well-planned and uniformly enforced policy in the matter.

Teaching is hard work. It demands a great deal of energy. It requires a well-thought-out program of outside reading of professional literature, time for preparation, opportunity for constant improvement and revision. Teachers need free time, and they need rest and recreation. When these are denied them, teaching suffers. They should have the option of drawing the line at a point where they cannot "give" more without impairing their primary function—teaching. Whenever a shortsighted administration or community ignores this, the community suffers and gets, not more for its tax money, but less.

Teachers are trained and hired to *teach!* Let us do it!

■ *Have you wondered how other teachers teach shorthand, what shorthand they teach, when they teach it, and what their teaching loads are? Doctor Anderson, renowned analyzer of shorthand researches, reviews here the survey made in 1936 by Parker Liles[1] and reports his answers to your questions.*

The Status of Shorthand Instruction

■ A Research Review by
RUTH I. ANDERSON
Texas Christian University

THE purpose of this study was to determine the status of shorthand instruction in selected high schools in the United States. The investigator surveyed schools other than those in the Southern Association of Colleges and Secondary Schools, because a study similar to his had been completed among that group in the year before his investigation.[2]

Procedure. Questionnaires were sent to 1,003 of the 12,356 accredited secondary public schools in the United States. Five hundred sixty of the questionnaires were returned properly completed. The responses were then tabulated.

General Status

Ninety-nine per cent of the schools returning questionnaires taught the Gregg system of shorthand. Eighty-six per cent of the schools offered four semesters of shorthand. In 97 per cent of the schools, shorthand was introduced in the eleventh grade or thereafter. Only 17 per cent of

[1] Alton B. Parker Liles, "A Study of Shorthand Instruction in Selected High Schools in All the States Except Those Included in the Southern Association of Colleges and Secondary Schools," an unpublished master's thesis, University of Kentucky, 1936.

[2] Annie Hammond, "A Study of Shorthand Instruction in Member High Schools of the Southern Association of Colleges and Secondary Schools," an unpublished master's thesis, University of Kentucky, 1935.

the 560 schools gave credit for a single semester of shorthand.

Sixteen per cent of the schools reporting allowed pupils to complete the shorthand course without taking a course in typewriting. Three-fourths of the schools did not require typewriting as a prerequisite to beginning shorthand. Sixty-four per cent of the total shorthand enrollment was in beginning shorthand and 36 per cent in advanced shorthand.

Teachers Qualifications

A total of 1,059 teachers taught 2,447 shorthand classes and 3,172 classes in other subjects. Mean classes per day for women were 5.4, compared to 5.2 for men.

Of the teachers reporting, 791, or 75 per cent, had the B.S. or A.B. degree; and 112, the M.A. or M.S. degree. Approximately 85 per cent had the equivalent of four years of college training or more. Fifty-seven per cent of the shorthand teachers had college training in shorthand. Thirty-two per cent had had *no* training in shorthand.

Forty-seven per cent of the teachers had ten years or more teaching experience. Thirty-eight per cent of the teachers had certificates to teach all high school subjects. Sixty-two per cent had certificates to teach business subjects only, shorthand and typewriting only, or business and some other subject.

Texts Used

In addition to the *Gregg Shorthand Manual,* the books most frequently used in teaching shorthand were *Gregg Speed Studies, Word and Sentence Drills, Progressive Dictation, Gregg Speed Building,* and *The Gregg Writer* transcription tests.

The Gregg Writer was used by 58 per cent of the schools as supplementary material. Fifty-five per cent of the school libraries provided shorthand dictionaries for pupils' use.

Teaching Techniques

Fifty per cent of the teachers completed six chapters of the *Gregg Shorthand Manual* in the first semester; 40 per cent, more than six chapters.

This is the Fourth

of ten research reviews prepared by Doctor Anderson to tell business teachers the origins and status of present-day practices in teaching shorthand and typing.

Three-fourths of the teachers gave penmanship drills daily for six weeks or longer. Ninety-one per cent gave drills in phrasing regularly. Forty-one per cent of the teachers gave no time to pupil blackboard work.

Fifty-six per cent of the teachers introduced dictation for building speed the first semester; 29 per cent, the second semester; and 15 per cent, the third semester. Fifty-five per cent introduced some transcription during the first semester, and 41 per cent, during the second semester.

About one-half the teachers devoted 10 minutes of each period to review. A majority of the teachers spent 10 to 15 minutes of each period in reading shorthand and 15 to 20 minutes in dictating shorthand.

About one-half the teachers made the assignment at the beginning of the period, and one-third, near the end of the period. Forty-four per cent of the teachers required a minimum number of pages of homework daily, ranging from 2 to 20 pages.

Fifty-three per cent of the teachers gave tests at the end of each chapter, and 50 per cent, at the end of each unit. Ninety-three per cent used tests of their own composition, and 33 per cent used published tests. Nearly two-thirds of the teachers gave only dictation tests, and one-third gave both dictated and published tests. More than two-thirds of the teachers gave transcription speed tests, but only 56 per cent made use of the results in shorthand grades. A majority of the teachers counted transcription speed as 50 per cent of the shorthand grade.

Eighty-three per cent of the teachers checked homework during the first year

of shorthand; about half that number checked it the second year. Eighty-one per cent of the teachers graded the transcript on the basis of mailability. Sixty-nine per cent of the teachers deducted an arbitrary number of points for different types of errors.

About one-third of the teachers required a minimum dictation speed for passing first-semester shorthand, usually 50 words a minute. About three-fourths of the teachers required a minimum speed for passing the second-semester course, 56 per cent requiring 60 words a minute. The speed requirement for the third semester ranged from 50 to 100 words a minute; about one-half of the teachers required 100 words a minute.

Thirty-eight per cent of the teachers advised students as to the possibility of their success in shorthand.

Comment

It must be remembered that this study is now twelve years old. It was reviewed here because it is, even though twelve years old, nevertheless the most recent large-scale study known to this reviewer.

It would be interesting to have this research repeated. Most of the items reported in the foregoing have so familiar a ring that they are likely still standard; but in view of new trends and developments in instruction in shorthand, and in view of the great number of teachers giving instruction under emergency licenses, some evolution in status would certainly be revealed.

■ *Miss Humphrey believes that the old, vertical-centering formula of subtracting lines from 66 and dividing by 2 to get a top margin is too cumbersome. She recommends that you teach students how to find the vertical center of the paper and then to roll down the paper "one for two," as you have taught them to backspace "one for two" in horizontal centering. Try her plan! It works!*

Simplified Vertical Centering in Typing

■ KATHERINE HUMPHREY
Iowa State Teachers College
Cedar Falls, Iowa

A METHOD for the teaching of vertical centering which does not involve arithmetical calculations has proved to be successful in the typing classroom at Iowa State Teachers College. The method is easy to teach; is easy for the student to understand and apply, and is so simple that the necessity for the guessing procedure used by most experienced typists, even in situations where exactness is required, has been practically eliminated.

Based on the "Backspace" Principle

The method is a simple adaptation of the backspace method for the teaching of horizontal centering and has proved in classroom application to be just as simple as the horizontal backspace technique. The teaching of horizontal centering has ceased to be a problem to the teacher, as you know, because the old method (having the pupil count the strokes in a heading to be centered, subtract the strokes in the heading from the total number of stroke spaces across the page, and divide the remainder by 2, to get the starting point) has been almost universally discarded as too cumbersome. The simple procedure of finding the horizontal center and backspacing once for each two strokes has proved so practical that few experienced typists attempt to guess the starting point for a title. They have found that the backspace method is quickly and easily applied and that the risk of making even a slight error is not worth the annoyance such an error might cause.

Inadequate Methods of Vertical Centering

Although horizontal centering has been simplified, vertical centering is still treated in textbooks by the old arithmetical-formula method. Because no experienced typist will take the time to apply the arithmetical plan, the importance of learning to *guess* the starting point for adequate vertical placement is stressed. The most common method of teaching vertical placement is to have the class count lines and spaces in the material to be centered, subtract the total from 66 (total lines on page), and divide the remainder by 2 to get the number of lines for the top margin. The objection to this procedure is that its application is so time-consuming that typists working under practical business conditions almost never apply it and turn to the guessing technique.

Guessing on vertical centering is adequate for the majority of typing jobs; however, there are many times when exactness in arrangement is a necessity. In such cases the typist needs an accurate, but quick, method because a slight error in judgment may mean the retyping of an entire page. Nevertheless, most typists are more willing to risk the possibility of having to retype the work than to take the time to count lines and apply the usual placement plan. Indeed, most typists probably soon forget the method learned in school because they encounter so few typing jobs that seem important enough to warrant spending the time involved.

"Typewriter Method"

The method used in our classes to replace the inadequate methods might be called a "machine method for vertical centering." The typewriter itself does the calculation. The typist has but one number to remember.

The first step in the teaching of the typewriting method for vertical placement is to teach the student to find the exact vertical center quickly and with fair accuracy for the particular make of typewriter used. The steps involved in teaching this skill are given below in job-breakdown form.

Adjusting to Vertical Center

1. *Mark exact vertical center of page.* Take a sheet of 8½- by 11-inch paper; bring up the lower edge until even with the top edge; crease the right-hand edge of paper well just at the fold. Explain to students that, when paper of odd size is used, the vertical center can always be easily located by the method used in step 1 without in any way damaging the sheet for use.

2. *Insert paper into typewriter to exact vertical center.* Insert page into typewriter; move carriage to extreme left; adjust paper so that crease at right edge shows just above the alignment scale.

3. *Learn adjustments necessary for the particular make of typewriter used.* Grasp cylinder knob with right hand and turn top of cylinder toward you (top half of sheet rolls down in front of cylinder); count each line space until top and bottom edges are even against the paper rest.

4. *Use figure obtained in step 3 to find the vertical center of the paper.* Remember the number of spaces that the cylinder was turned in step 3; remove paper; reinsert, lining up top and bottom of paper on the paper rest; turn top of cylinder knob away from you the correct number of spaces (top half of sheet rolls up in front of cylinder).

5. *Check accuracy of adjustment.* If paper edges were lined up, and if the cylinder knob was turned the correct number of spaces in the right direction, the fold at right edge of paper should be visible above the alignment scale.

6. *Practice in finding the vertical center.* Using the marked paper, remove paper and reinsert it until you can find center easily.

The foregoing six steps are preliminary to the application of the method of vertical centering. The students are told to remember the adjustment figure for their particular make of typewriter with standard sheet lengths and warned that,

if they change to other makes of typewriters or to different sheet lengths, they will have to learn to find the vertical center by a similar procedure. The adjustment figure determined in step 3 varies from 2 to 5 for standard typewriters.

Vertical Placement

1. *Insert fresh sheet of paper and find vertical center.* Insert sheet of 8½- by 11-inch paper; adjust to vertical center by steps just learned.

2. *Turn knob toward you once for each two lines or spaces.* Turn to problem to be solved; now, grasping cylinder knob with right hand, turn top of knob toward you one space for each two lines in problem (paper rolls downward); spaces count as lines.

3. *Dealing with odd lines.* As the optical center is slightly above the vertical center, space once for the last line, even if the line is an odd one.

4. *Adjust to optical center.* Turn knob toward you one extra space after all lines have been counted off in order to adjust to optical center.

5. *Start typing on line above alignment scale.* Using the principles for horizontal centering, center the heading on line on which alignment scale rests.

The plan for vertical placement by the typewriter method is adaptable to any type of vertical centering problem—tabulations, poems, single-page manuscripts, menus, programs, and other types of work on which centering must be precise. To be sure that the student develops the proper attitude and masters the fundamentals of the plan, it is important that lessons proceed from the simple to more difficult types of problems. Therefore, in selecting material to introduce the plan for vertical centering, be sure that the material is in the exact form that it is to be typed. There should be no change in the length of the typing line or in the spacing.

The typewriter method can be readily adapted to more complicated types of vertical centering. The typist, for example, can be taught to determine the length of line to be used in the final draft and to compare it with the length of line used in the material to be copied. He can then apply the typewriter method for vertical centering and quickly adjust one, two, or three lines upward or downward, depending on whether the line on the final copy is to be lengthened or shortened and how much difference there is in the length of the line.

The plan has many advantages, but perhaps the greatest advantage is the simplicity with which it can be applied. In a matter of a few seconds, the typist can adjust to the proper starting point for almost any type of problem; and, because of the speed with which the plan can be applied, a great deal of retyping caused by guessing can be avoided.

Our Center Spread

NUMBER 4 in our series of bulletin-board aids is given on the next two pages: five sets of artistic alphabets that can be constructed on the typewriter. If you pry open the staples, you will find it very easy to remove the entire page for display on your classroom bulletin board.

The merits of taking class time for constructing such alphabets is often debated; but there is no doubt that students enjoy the experience, learn much about machine adjustment, and find renewed pleasure and pride in their ability when they do make such characters.

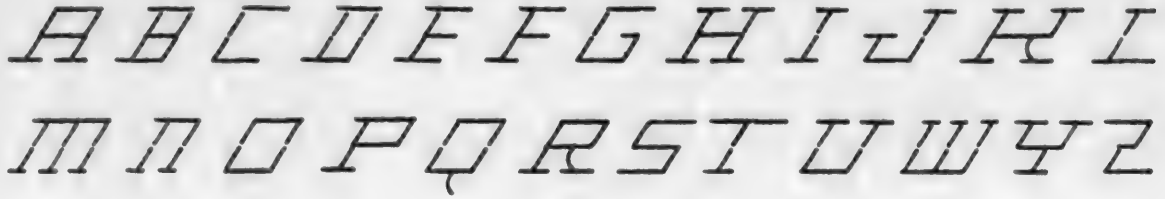
One or two periods a semester are well worth while. We present the alphabets at this time, reprinted from various issues of the last volume of this magazine, because many teachers look for an unusual and interesting activity for the last class period before the Christmas school holiday.

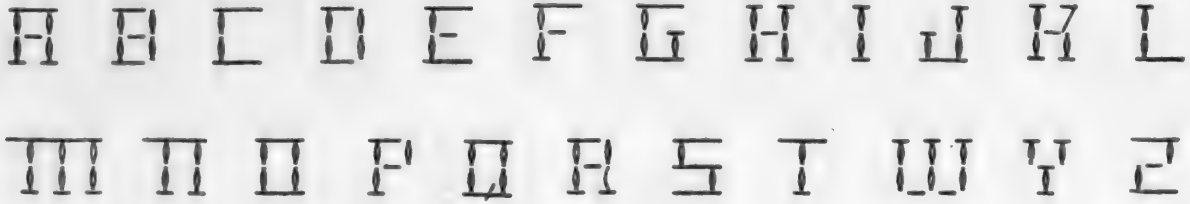
Students will enjoy making—and learn while making—seasonal greeting cards and announcements. For art pictures, you may wish to post clippings from the article by Julius Nelson in the December, 1946, issue of this magazine. Have fun!—*Editor.*

Artistic Alphabets

■ JULIUS NELSON
State Teachers College
Paterson, New Jersey

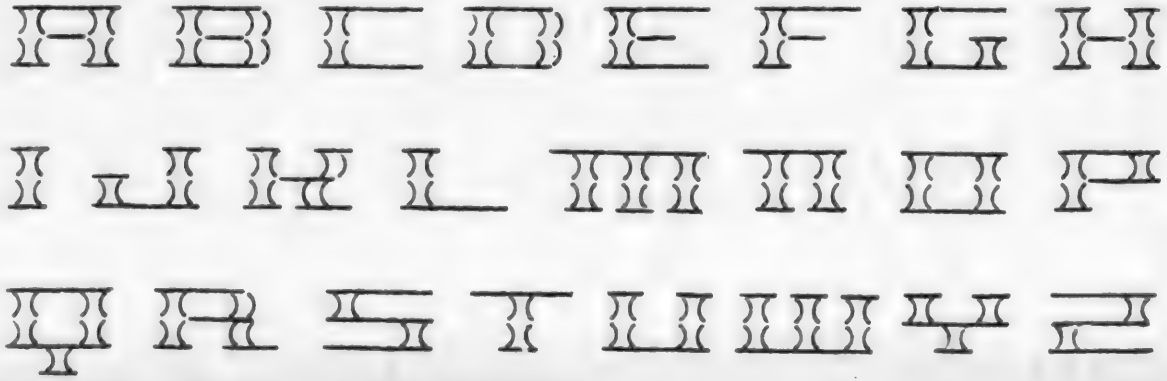
1 These italic-style letters are made with the diagonal underscore and occasionally a left parenthesis. A useful style for display lettering.

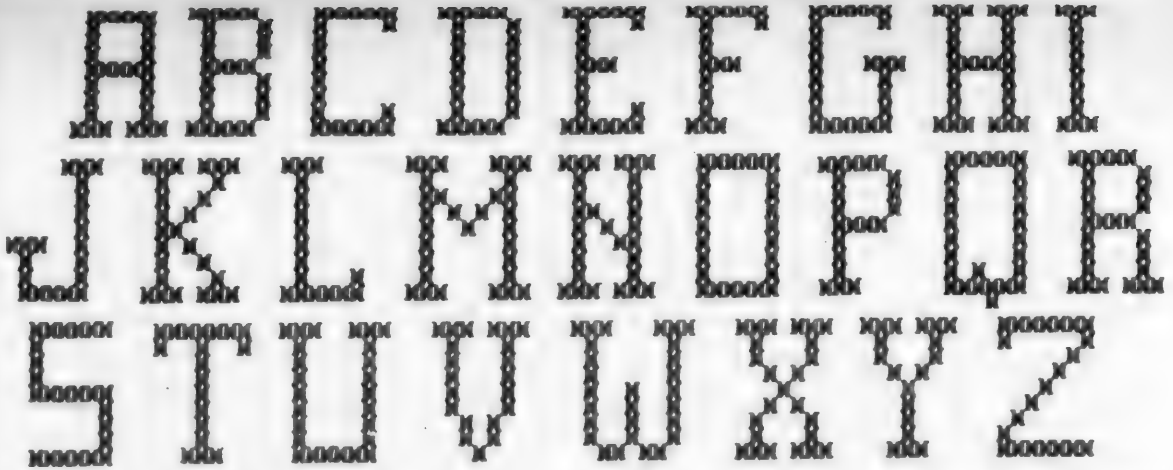




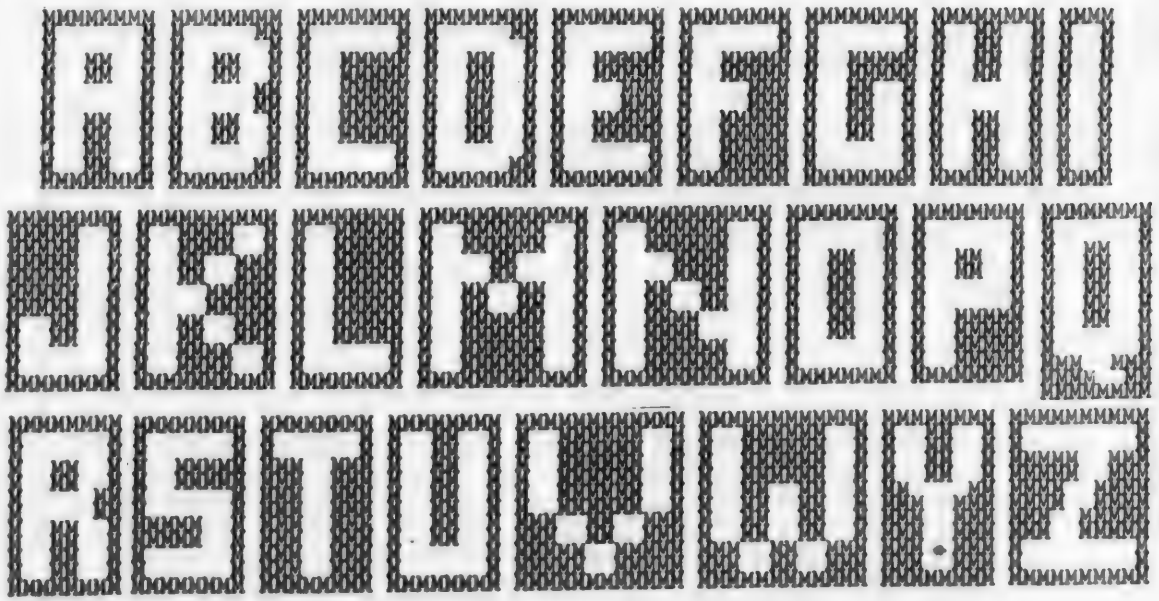
2 These block letters are made with the underscore for horizontal lines and pairs of understruck parentheses for the vertical lines.

3 These "railroad" letters are made with the underscore and pairs of reverse parentheses. Very useful for fancy display, especially if the open columns are colored with crayon or colored pencils.





4. These "sampler" letters are made by striking capital M's over capital W's and using half spacing. Good for elaborate initial letters for identifying the drawers of filing cabinets and any display for which big, bold letters are required.



5 These "letters in reverse" are made by framing each letter with capital M's and using half spacing. The same effect could be obtained with capital W's; a darker effect, by M's over W's. Excellent for the name of a school newspaper or bulletin.

Corrected True-False Questions in Retailing

■ DONALD K. BECKLEY
Prince School of Retailing
Simmons College, Boston

ALL teachers who use objective tests are familiar with the true-false question and recognize its good and bad features. The fact that it is relatively easy to construct is, of course, one of the good features; but this very ease has led to its use in many situations in which some other form of test question would be preferable. Among the bad features of the true-false question is the fact that students can get the correct answer through sheer guessing or through reasoning that may be entirely incorrect.

Properly used, the true-false item is fine for testing recognition of correct information, but it involves no discrimination beyond this level. It does not, for example, test for recognition of *incorrect* information.

A question form that retains most of the good features—ease of construction, ease of scoring, objectivity, and so on—and adds the desirable advantage of eliminating guessing is the *corrected true-false question.* It is a variation of the traditional true-false type and is no harder to construct; but it requires the student to justify his answers by revising all "false" answers to make them "true."

Directions to the student, given at the top of his test paper, are simple:

> If you think a statement is correct, write the word "True" after it. If the statement is incorrect, write the word "False" after it *and* make the statement correct by altering the predicate of the statement. You will not be given credit for inserting the word "No" or "Not"; you must rewrite the incorrect part of the statement, from the verb on.

Uses of the Corrected True-False Question

In preparing test questions, care must be taken that the statements test knowledge, not editorial skill. Obviously, there will be a variety of ways of correcting false statements unless the teacher has limited the use of such question forms to those inquiries that can be answered briefly and pointedly.

In scoring, the best practice seems to be to give one point for each statement properly identified as true or false and to give one additional point for each false question properly corrected. This would make an appropriate distinction between those who merely knew (or guessed) that a statement was incorrect and those who knew why it was incorrect and so could correct it.

After the papers have been scored and graded as may be necessary for the purpose of the test, the papers should be returned to the students as a guide for their reviewing. If they save all the tests, and if the tests truly cover the respective subject areas, the students will have for review a complete set of true-false questions with the statements all correct or corrected.

(As a practical consideration, permitting students to retain their papers handicaps only the teacher who is loathe to reconstruct tests. On the other hand, the

■ *In recent years new forms of questions and new variants of old forms have come into popular use. Doctor Beckley describes here the easy-to-prepare "corrected true-false" question; and while he illustrates the form and tells about its special uses in terms of retailing, his recommendations are interesting to all who prepare their own objective tests.*

continuing value of these tests is a testimonial to their effectiveness.)

Examples of Corrected True-False Questions

The following items, covering briefly four areas often included in a general course in retailing, illustrate the appropriate use of the corrected true-false form.

[Note: In Doctor Beckley's duplicated tests, he allows equal space after each question so that students are not coached in detecting the false statements. The correct responses are given here in italics.—*Editor*]

Business Organization in Retailing

1. Most of the 1,800,000 retail establishments in the United States are organized as corporations. *False. Are organized as proprietorships.*
2. The states in which it is easiest to organize a corporation are New York and Pennsylvania. *False. Are New Jersey and Delaware.*
3. The type of business organization under which it is ordinarily easiest to raise capital is the corporation. *True.*
4. In the case of the death of a partner, the question of division of profits or losses and of reorganization of the business are taken care of automatically. *False. Are taken care of only through previous agreement.*
5. Even though debts are incurred in a business through the poor judgment of one partner, all partners are liable. *True.*

Use of Credit in Retailing

6. The greatest expense in extending credit to customers originates in uncollectible accounts. *False. Originates in credit department operating expenses.*
7. Generally speaking, over a period of time a store sells more to charge customers than to cash customers. *True.*
8. The reason that persons under twenty-one are not allowed to have charge accounts without their parents' written consent is that minors are not likely to know what they really want to buy. *False. Are not legally responsible for debts they contract.*
9. Stores could substantially increase the credit business they do if they would disregard the losses from bad debts. *True.*
10. In one form of credit or another, virtually all our large department stores extend credit. *True.*

Insurance for Retailers

11. If a customer has an accident in a store, the store is responsible only if the customer has actually come in to make a purchase. *False. Is responsible regardless of customer's intention.*
12. The cost of workmen's compensation insurance is paid partly by the employer and partly by deductions from the employee's salary. *False. Is paid entirely by the employer.*
13. The total amount of money now being set aside to an employee's credit for old-age benefits equals 1 per cent of his salary. *False. Equals 2 per cent of his salary.*
14. Insurance that covers loss from suits by customers in case of accidents inside the store is known as public liability insurance. *True.*
15. Sprinkler-damage insurance protects a store against loss caused by accidents to the store's sprinkler system. *False. Protects against loss due to damage resulting from use of sprinkler system.*



"What's the best way to get in to see Mr. Bancroft?"

Legal Problems in Store Operation

16. Putting merchandise received from a manufacturer on sale is legally regarded as acceptance of the merchandise even though the retailer had not ordered it. *True.*
17. Store detectives always wait until a person suspected of shoplifting has left the store before arresting that person so that the arrest of the suspect will not cause a disturbance among customers. *False. They wait so that there will be no question as to whether or not the suspect was taking the goods.*
18. In a shipment of merchandise on consignment, the title passes when the goods are received at the store. *False. Are sold by the store.*
19. An advertisement or price list is not legally considered to be an offer, but merely a statement of merchandise for sale. *True.*
20. Salespeople in a store act as agents for the store. *False. Act as employees of the store.*

Practice in Pretranscription Typing

■ ALAN C. LLOYD

1. *INSERT THE MISSING VOWELS IN THE FOLLOWING.* — Strokes

D--r Mr. Ev-ns: We h-v- r-c-iv-d y--r co-rte-us not- of l-st 62
M-nd-y. We -r- s-rry to h-ve sh-pp-d y--r -rd-r to y--r old 123
-ddr-ss -nd h-pe th-t by n-w the p-ck-ge h-s -rr-v-d s-f-ly. 185
Let -s kn-w if it d--s n-t -rr-ve t-d-y. 225

2. *RETYPE THE FOLLOWING SO THAT IT IS CLEAR THAT JEAN IS A BOY.*

Dear Lew: After hearing you praise Jean, I am eager to meet 61
her. If she is all you say she is, she must be a fine worker. 122
Is her record continuing? If she has a sister, maybe I can 181
hire her. I need someone like her. Yours, 225

3. *DOUBLE ALL THE QUANTITIES MENTIONED IN THIS PARAGRAPH.*

Gentlemen: We want to order 50 more of your new two-part 59
units. We also need 15 of the miniature models and 75 of the 121
window displays sets. If you can, please move the delivery 180
date up to March 11 or 12. Let us know soon. 225

4. *INSERT MEANINGFUL WORDS OF LENGTH INDICATED BY THE BLANKS.*

---- Sir: When --- we expect -- hear from --- concerning --- 62
vacancy -- your Shipping Depart----? It --- been three ----- 124
since our letter was written -- you. You -------- to let us 185
---- from you within a ----. Cordially 225

5. *MAKE EACH SENTENCE IN THE FOLLOWING PARAGRAPH NEGATIVE.*

The new machine is fine. We like it very much, and everyone 70
here is anxious to have one like it. We want to order some 133
more. The Sales Department wants the six new ones we or- 198
dered Thursday. Sincerely, 225

6. *UNTANGLE THE PAIR OF WORDS REVERSED IN EACH SENTENCE.*

The delivery of the goods new was delayed for one day. This 61
is unusual most. Hereafter, we check will all your orders 120
with care special. Please our excuse error. It not will be 181
repeated, we promise you. Yours truly very, 225

7. *DELETE ALL THE DUPLICATE WORDS.*

Thank you for for your telegram. If if you will will let us 49
us know when you want want the agent to call call on you, we 97
will arrange it it it for your your convenience. He he is 142
authorized to to give you the service you you want want 186
if ever you want it it. Yours very very truly truly, 225

8. *SUBSTITUTE THE CORRECTIONS FOLLOWING EACH "NO."*

Dear Mr. Smith no Jones: We want to thank no acknowledge 40
receipt of your note no letter of November 8 no 5. We are 86
certain no sure that a reasonable no satisfactory adjustment 122
will be agreed no arranged. When Mr. Evans no Wilson comes 157
no calls on us no you, please inform no suggest no tell 183
him exactly your suggestion no preference. Yours truly, 225

9. *DELETE THE REPETITIONS FROM THE FOLLOWING LETTER.*

Dear Sir: We are at a loss at a loss to understand why you are 54
why you are not pleased with the purchases that you that you 94
made at our recent sale recent sale. The goods you selected are 147
goods you selected are all of the all of the finest quality, made 179
of imported fabric, made of imported fabric, and tailored very 218
neatly and tailored very neatly. 225

MOST transcription teachers have noted the awkwardness with which students make their first transcripts from shorthand notes. Typing teachers have observed similar phenomena when students make their first efforts to type from longhand writing and rough-draft copy: The students falter in speed, in accuracy, in rhythm.

There is a constant factor common to both these classroom situations—*the students must think while typing*—and their awkwardness results from their inexperience in doing these two things at once. In transcription, they must solve their shorthand characters as they type the correct meaning for each. In typing, they must solve the penmanship or the problems involved in copy marked for revision. The students are under pressure to make their solutions quickly, to read for content. In both cases they must *think* while typing.

Two Kinds of Typing

There are two distinctly different kinds of typing: with thought, and without thought. When copying printed material, as students do in timed writings and in most typewriting practice drills and exercises, attention is focused on the immediate stroke or word, not on significance. As many researches have shown, the students do not know what they have typed. When copying problem material, however, as students do when they transcribe or copy material that involves corrections, attention must be focused on meaning. One of the biggest skill-development tasks in the transcription class is to nurture the liaison of pure typing skill with thinking.

Given a long enough training period, students do learn to type and think simultaneously, whether the thinking involved concerns solution of shorthand notes or correction of copy or even direct composition on the machine. But, if we may judge from the way that transcription students and most office stenographers type in jerks, few schools have a long enough training period to assure by chance an adequacy in typing while thinking.

It was to provide special attention to this typing-while-thinking problem that the drills illustrated with this discussion were prepared.[1] Each drill, in varying degree (the drills range from very easy to fairly difficult), requires the student to think as he types. He must watch for meaning. He has a chore to do beyond mere copying.

In the first drills the problems to be solved are very elementary, as is desirable at first. The student must be merely alert; he has little editing to do. In the last drills, however, he must do a considerable amount of editing while he types. This editing forces him to glance ahead, glance back, evaluate, make a quick decision, and type his decision, just as he does in transcription but without the extra problem of shorthand interpretation. On his first attempts the student's typing falters; but with repetition and experience he smooths out his typing, learns to read farther ahead, learns to carry meaning in his mind, and develops a genuine skill at solving problems as he types.

Use of Drills in Typing Classes

The drills, although first prepared specifically as pretranscription exercises, are

[1] The nine drills shown are merely indicative of types of drills that a teacher can readily compose. These particular drills have one merit: they have been widely and successfully used in the author's classes.

■ *In last month's issue of* The Gregg Writer, *the author presents the drills shown on page 226 and tells students and office workers how to use them to increase transcription rates. He describes in this article some of the uses that typing and transcription teachers can make on the same drill materials.*

worth using for their value in typewriting alone. For one thing, they are *fun*: students laugh at their own errors, triumph at quick solutions. The drills provide a welcome alternate to other kinds of practice material. Whether used as the basis for team competition (row by row, perhaps, or boys versus girls, as examples) or for last-minute fillers at the end of class periods, the drills lend themselves to spontaneous interest.

For another aspect, the drills serve to build skill in thinking about strictly typing problems as much as they serve to build skill in thinking about transcription problems. The ability to edit while typing, whether it be in typing from rough-draft copy or in original and direct composition on the typewriter, is valuable to the typist.

It must be made clear here, however, that these typing drills will not build speed or rhythm; if there is any discernible effect on these habits, it is one of retardation. The pauses for problem solutions, characteristic of first attempts at simultaneous thinking and typing, will slow the student's rate and perhaps break his rhythm. Such retardation can be largely offset by the teacher's direct instruction for the student to type smoothly—that is, for the student to make his initial goal smooth typing rather than a specific word-a-minute rate. Speed will come with repetition of the same problem copy, of course. The general objective is to repeat each problem until the student can simultaneously solve and type it at a one-minute rate equal to his rate for a minute on new timed writing copy.

Problem exercises should be introduced about the middle of the second semester of typing—largely as a new "game"—and their frequency of use gradually increased so that they appear daily during the last six weeks of instruction prior to the start of transcription.

The objective of this training, so far as a specific speed goal is concerned, should be to develop a skill of 40 or more words a minute at problem typing on the kind of copy shown in the illustration—a level, incidentally, that might well be demanded as a prerequisite to enrollment in transcription.

Use of Drills in Transcription Class

If problem exercises have been typed regularly in the typing class, the transcription teacher will need to use them only for the first week or two of the transcription class; after that, the students have plenty of problems to solve while typing—their own notes.

If the students are not experienced in typing while thinking, however, the transcription teacher will find more attention to these problems worth while—as much as daily for the first four weeks and once a week for the next six or eight weeks.

In the typing class, it is satisfactory to practice the problem exercises at the end of the period (although on those days when the production work requires thinking while typing, the drills might well precede the production work.) But in the transcription class, the typing of the drill exercises should serve as the typing warmup. At first the exercise can be typed from the teacher's longhand on the board or from duplicated copies of the exercises. Later, after practicing the copy from longhand or type, the same material may be dictated to the student and retyped; still later, students should do such an exercise as the second drill directly from dictated shorthand notes.

Just as the variety of such drills is endless, so are the possibilities for their use—warmup, contest, just plain fun, filler, change in routine; but always with value intended and purpose explained.

Other Suggestions

As in any skill-building situation, it is important for the students to taste success. For this reason, students should read through a problem exercise before typing it—actually, that gives them no more familiarity with the copy than they would have received by taking the copy

as dictation material. Then, in order to guarantee success *and the feeling of success,* permit the students to type the drill —or any short drill that is timed, for that matter — at least two, preferably three, times. The sheer benefit of repetition will guarantee improvement. It is wise, also, to time such practice efforts, partly to provide extra pressure and partly to give a basis for measuring growth.

If we do guarantee success to the typists, they will look forward to doing more and more of these problem-typing exercises; and that affirmativeness will do much to whet their appetites for the very real problems in transcription. These drills, because they are unusual and pleasant, will do much to heighten student response to the challenge of transcription; they will also do much to improve results in any typing-while-thinking situation—especially transcription.

A Q-SAGO Unit on Social Security*

■ RALPH BRASHER
Social Security Administration
Bloomington, Indiana

HOMER JONES quit school and went to Chicago to look for work. He found a job, but before he could begin to work he had to obtain a duplicate of the Social Security card he had lost. So he spent a day hitchhiking back to the small town in southern Illinois where he had obtained his original card. The clerk in the Social Security office told him that he could have obtained the duplicate just as quickly in Chicago and could have saved making the trip.

Such cases happen often enough to demonstrate that everyone should have a certain basic "know how" about the nation's Social Security system, in order to save himself inconvenience and possible loss of valuable social security rights.

The average high school student has probably applied for a Social Security number, inasmuch as he has worked and made contributions into the Social Security fund by the time he progresses very far in his high school course. In order to keep him from becoming embroiled in "red tape" in what is probably his first contact with the government, basic information about Social Security should be included early in his training.

Starting the Unit

The "why" of Social Security may be introduced graphically by a short "chalk talk." Begin with a statement that everyone is confronted with a struggle with the "wolf at the door." Draw in the "wolf" and the "door" as you talk. Then continue with a statement that we establish a wall of "security" between the "wolf" and the "door." In earlier times a bow and arrow might have provided security; but now it takes money—money from a rich uncle, from marrying "well," and so on; but usually, money from a job. We have security as long as we are able to work at a job. Continue drawing symbols as you talk—a 5-cent piece for money, a wedding ring, a "gentleman in a top hat" for a rich uncle. Anyone can draw satisfactory "stick men." Now ask the class to name misfortunes that may keep people from working at their jobs and thus take away their security. The students will no doubt think of old age, unemployment, death, disability, and so forth; and the idea may be developed that Social Security is a means of replacing this lost income.

The Unit Outline

Most students will have learned the essentials about Social Security at the time they obtained their Social Security cards, namely, what to do if they change their name or lose their card, and how to be sure that all their earnings are be-

* The opinions expressed in this article are those of the writer and do not necessarily represent the official views of the Social Security Administration.

Questions	Subject Matter	Activities	Goals	Objectives
1. What is *Social Security? Why do we have it? When should I get a Social Security card? What is Unemployment Compensation?*	*Functions of Business, pages 274-276.* *Preparing for Business, page 263.* *Introductory Business Training, pages 154-156.* *First Principles of Business, pages 389, 303.* *General Business, pages 304-305, 659-661.* *Buying Insurance—Chapter 4 (Consumer Education Series) National Association of Secondary Principals.* *Our Business Life, pages 187-189.* *Building America (Social Security) Association for Supervision and Cultural Development, 2 West 45 Street, New York, New York.* *Social Security Administration Publications:* *Why Social Security—ISC-15.* *Questions & Answers on Social Security—ISC-60.* *A Brief Explanation of the Social Security Act—ISC-1.* *How You and Your Family are Protected—ISC-65.* (Note: required background reading will be in whichever text is basic in the course.)	*Poster: Why Social Security?* *Skit: Where's my S.S. card?* *School-Paper Story: When to apply for a Social Security number.*	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders service? *Where do I obtain an application for a card? Where do I send it?*	*Visit: Social Security office.* *Display: Forms for applying for number; steps in filling out forms.* *Chart: Where My Number Comes from.*	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? *Who receives payments? How much? What employees are left out? How might anyone lose benefits?*	*Poll: Parents' occupations; which have social security?* *Panel: Should Teachers (or others) Be Given Social Security Aids?* *Report: If You Lose Your Card.*	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? *How old must I be to receive a card? Do I need a work permit? A birth certificate? What was my mother's maiden name?*	*Radio Script: High School Students and Social Security.* *Visitor: Upper-grade student tells how he got and uses his card.* *Quiz: Fact Versus Fiction, About Social Security.*	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works in them? What do they do? *Who keeps employers' records? What does a payroll clerk do? What machines are used to keep records?*	*Exhibit: How my father, a businessman, makes a social security report for his employees.* *Report: They Use the Number, Not the Name.* *Chart: Jobs in a Social Security Office—What Workers Do.*	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? *Does it require a bookkeeper? a typist? a lawyer? to keep an employer's Social Security records? What types of employees does the Government need to administer Social Security?*	*Skit: Joan Applies for a Job in the Social Security Office.* *Drill: Figuring benefits.* *Report: The Bookkeeping Behind the Social Security Check.* *Contest: Best Printer in Our Class.* *Dramatization: The Widow Was Surprised.* *Demonstration: Typing student shows how to type on forms.*	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? *What would happen to the records if one digit were typed incorrectly? How could a foreman help his employer keep his records? How would you talk to a very old man who is deaf?*	*Play: Grandpa Files His Claim.* *Panel: The Importance of Accuracy in Keeping Records. What Happens If Mistakes Are Made.* *Report: How Social Security Became Law and Is Administered.* *Visitor: Local social security representative.*	7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.

ing recorded by the government. These are the points that are stressed in this Q-SAGO. Because this information is given little emphasis in most textbooks, a number of government pamphlets are listed here. They may be obtained in small quantities from any Social Security Administration office.

Some attention, however, might be directed to the vocational objective. The keeping of Social Security records and the preparation of Social Security tax reports represents one of the simplest of bookkeeping tasks. Nevertheless thousands of small grocers and filling-station operators consider it the most difficult job that they have to do. They have had no training in bookkeeping. Their other accounts may be kept by a cash-register record or by the filing of bills on a nail on the wall. A high school freshman with the most superficial understanding of pay-roll accounting would be of great value to such an employer.

Pupil Activities

One activity that should be required of each student may result in parent education as well as pupil instruction. The student should discuss Social Security with his father or other breadwinner in order to see its impact upon his own family. If each student writes a report of this interview, telling about his father's type of work and whether it is included under Social Security, the various classes of included and excluded jobs will become apparent to the members of the class. This idea could be expanded by requiring that the report include a statement about the benefits that would be paid if the breadwinner died.

Several agencies administer different parts of the Social Security program. If committees are sent to the post office, Internal Revenue office, Unemployment Compensation office, and Old-Age and Survivors Insurance office for forms and pamphlets they will learn the part that each office plays in the program.

The dialogue "Applying for a Number" should represent a conversation between an applicant and the account-number clerk in the Social Security office. The instructions that the clerk gives all applicants are found in Form OAAN-7006, "Your Social Security Card." Students who have recently applied for a card should be chosen for this dialogue. If there is a student who has had a card and lost it, have him apply for a duplicate card, either in person or by mail, and let him tell the class about his experience. Let another student who has worked obtain Form OAR-7004 requesting a record of his earnings from the Accounting Operations Division of the Bureau of Old-Age and Survivors Insurance in Baltimore.

If a group of students wishes to try to write a radio script, remind them that about nine typewritten pages, double spaced, make fifteen minutes of dialogue. In several cities, high school students have participated in radio broadcasts of scripts on Social Security, which they have helped to prepare. Your local Social Security office might be able to arrange for broadcasting such a program.

One of the duties of representatives of the Social Security Administration is the presentation of such talks as "Why You Should Take Care of Your Social Security Card." Let the student who is assigned this activity assume that he is such a representative and let him prepare a speech he would give to a class.

The background for this skit on filing a claim can be obtained from the pamphlet ISC-63, "How You and Your Family Are Protected." It should bring out the idea that old people may be hard to talk to and that the interviewer needs great tact and patience.

While the special skill of calculating Social Security benefits is not in itself worth learning, it might be used as a peg on which to hang training in basic arithmetic processes. For example: "Why is $15 plus 10 per cent of a total average wage of $150 a month the same as 40 per cent of the first $50 of average monthly wage plus 10 per cent of the next $100? Could you just move the deci-

mal point one place to the left and add $15?"

The special reports on business machines and pay-roll records need not be included unless the vocational possibilities of Social Security are given special emphasis.

In carrying on any of these activities, you will find that employees of the Social Security office are happy to offer any needed assistance. The Social Security Administration carries on a continuous program of informational activities and is anxious to co-operate with teachers who are instructing students about the Social Security program.

Outcomes

When the unit is finished the slowest student should have a knowledge of Social Security that covers this information:

Apply for a Social Security card if you expect to go to work in a store, factory, or other business establishment. Do not apply for a card if you expect to work as a farm helper, as a baby sitter, or as any other type of domestic employee, or for any other type of employer outside the Social Security system. Tear off the lower half of your Social Security card, and ask your mother to put it with the family's other valuable papers. Be sure that everyone of your employers copies your name and Social Security number directly from your card onto his records. If you lose your card, apply immediately for a duplicate at any Social Security field office; take along the lower half of the card, so that your duplicate can be issued without delay. If you are a girl and get married, do not lose any time in telling the Social Security Administration your new name and applying for a new card bearing that name. When any member of your family reaches age sixty-five or dies after working on a job covered by Social Security, insist that he or his survivors get in touch with the Old-Age and Survivors Insurance office to inquire about benefits. If you lose your job, inquire about unemployment compensation.

Intercultural Attitudes in the Making

■ **Recommended and reviewed by**
ROBERT L. HITCH
University of Wyoming

EVERY human has his private "culture." It is molded by the influence of the cultures of others. It is molded from the time of early childhood, when the awareness of social distinctions is just one of many awarenesses ingraining themselves in each person's personality. Both the culture of the individual person and his attitude toward the cultures of others grow, become sharper, bend, stiffen, become static at last.

Interesting to think about, isn't it? The students in our classrooms are developing a culture of their own, are influencing each other while we watch—perhaps, while we direct or influence that development.

The authors of *Intercultural Attitudes in the Making* are deeply concerned about the symptoms, causes, and remedies of *bad* intercultural attitudes and want teachers to realize their responsibility for preventing and correcting such attitudes. The book is addressed to a wide audience—to parents, to civic leaders, to social workers, too—for the message is focused on the social and antisocial habits of our young folk; but the plea to "do something about it" is primarily directed to educators. And that includes us.

How Important Are These Intercultural Attitudes?

The word "recluse" connotes a certain type of person in our minds, doesn't it? We picture someone characterized by eccentricity, aloofness, out-of-step-ness, even downright foolishness. A recluse, most of us agree, lacks balance. He mistrusts and misunderstands. He sews himself up tightly in his private little sack, ducking society. There are many degrees of "recluse-iveness," I suppose; but certainly we all look with proper suspicion upon the extreme recluse, for we feel his abnormalities may actually make him dangerous to himself and to us.

■ *Because we business teachers must first of all be good educators, we must be sensitive to the cultural stresses and strains that work on our students, whether behind our backs or under our eyes. Your reviewer, therefore, recommends the Ninth Yearbook of the John Dewey Society (Harper, New York, 1947, $3), edited by William H. Kilpatrick and ten other educators—*

The person with unhealthy intercultural attitudes is like our recluse. He tries to sew himself up in a sack of "things I like" in order to avoid all the things he does not like, does not approve of, or despises. In the extreme, and again like our recluse, some persons are so mildewed with bias that they *are* dangerous—to us and to our kind of society, if not to themselves.

The authors of *Intercultural Attitudes* say:

> That the human individual can reach his full stature only in and through full group relationships is now increasingly seen. It was said in early times that "no man liveth to himself," that "we are all members one of another," and later that "no man is an Iland, intire of it selfe." In fact it is only with others that one does truly live—in the family, in the community, in the nation, in humanity. Also, only in and through a socially built and socially transmitted culture do any of us live civilized lives.

Doctor Kilpatrick and his associates point out, as the quotation indicates, that the individual person needs society *for his own good.* He needs social contact in order to build richly his own personality. The recluse denies himself more than he denies society.

Causes of Negative Social Attitudes

The general theme of this book is this: that intercultural attitudes are acquired through the relations existing between the child and his environment. The environment need not include other races or foreign tongues; the child may live in the most fashionable part of town.

The child desires self-expression in "his own way" and resents being "told" when to *do this* and when to *say that.* Being denied self-expression in the routine aspects of daily living, he seeks unusual or anti-social situations wherein he satisfies his desire for self-assertion. It is this desire for self-assertion that provides the roots of negative social attitudes.

The child *will* find a way to assert himself. He *will* get the better of some weaker person or group. The timid child is the butt for the bolder child. The weak have to "take it" from the strong. The majority "dish it out" to the minority, in every neighborhood. Clan fights are majority-minority assertions, not racial fights or religious fights; the fact of difference is more important than the nature of difference. In one school, the fact of difference may actually be a racial one; in another neighborhood, the railroad track may indicate the fact of difference.

The $64 Question

What to do in guiding the individual—adult as well as child—to affirmative assertion is the $64 question, of course. Doctor Kilpatrick and his associates do not pretend to tell all the answers, and not all of the suggestions that they do make are immediately feasible. But the authors of *Intercultural Attitudes in the Making* have dug deep into the question and come up with many recommendations, recommendations that range widely—from controlling the nursing habits of infants to controlling the gang skylarking of young neighborhood mobsters.

The symptoms of bad attitudes are reported grimly in this book; some of the case studies invite reading with almost morbid fascination. Most of the cases make the reader shake his head and say, "What one understanding, sympathetic teacher could have done!"

Summary

Such is *Intercultural Attitudes in the Making:* a mixture of sociology, psychology, pedagogy, and prayerful wisdom. The authors do not fling challenges or point fingers of scorn. They do not belabor any minority group for overabundant self-defense nor any majority group for cultural snobbery. Rather, the authors quietly review the American social stage on which our students play their part.

This is one of those books that widens the horizons of specialists, such as we business teachers are. It's good reading.

Making the One-Year Shorthand Course Vocational

by correlation with second-year typewriting

■ EDNA L. GREGG
Coloma High School
Coloma, Michigan

A KNOTTY problem confronts the administrator of the small high school: What is to be done about the one-year shorthand course? Educators insist that shorthand has no value unless students reach vocational proficiency at the completion of the course. The one commercial teacher in a small school is already so overloaded that he cannot possibly take on another course. Yet, shorthand is very popular with the parents and the students, who would create no small stir should shorthand be dropped from the high school curriculum! The most logical solution seems to be to step up—somehow, some way—the accomplishments of the one-year shorthand course so that it will reach vocational achievement. The discussion here provides some techniques and devices successfully used by the writer.

Shorten Typing Course

Although two years of typewriting are not uncommon in these same small high schools, with average application the vocational student can have a speed of 40 or 45 words a minute and a working knowledge of typewritten business forms at the end of one year. If the student really tries, he can have a higher rate, one sufficient for meeting office standards for any straight typing position. (Why allow him to waste his time and that of others by taking a second year of typewriting, doing the same things over again but with less incentive? If he has failed to acquire reasonable proficiency the first year, perhaps he should repeat the first-year course without credit! That plan would raise the standards of the department, leave the second year free for transcription, and give the student himself the same training he would have to receive no matter what the course number.)

The first step toward making the one-year course in shorthand more efficient is the reservation of the second-year typewriting class for a transcription class *for shorthand students only*.

Give Pretranscription Exercises

From the first day, the advanced typewriting class can be used to build transcription power and to supplement the work of the shorthand period. As each group of brief forms and phrases is presented from the shorthand text, it can and ought to be used for drill in typewriting. As an aid in the learning and checking, brief-form charts can be mounted on one side of a cardboard, while on the other side of the same cardboard the printed keys are pasted. (In this way the charts are fortified against hard usage and are conveniently kept near the typewriters or are easily distributed. The key is counted in standard five-stroke words for typewriting drill. Either the text with its more normal arrangement for reading or the chart itself may be used for brief-form transcription drills.

Routine. For preliminary practice the students may read the outlines in unison, with enough time allowed between outlines for transcribing. Sometimes part of a list is put on the blackboard, provided all can see it; and the students transcribe as the teacher points at random to the outlines. At short intervals the transcribed list is read and checked to be sure that all students are transcribing correctly. In this drill, eyes are too busy to watch the paper or fingers, a problem common in transcription.

When all the students can readily recall the

ect meanings for all these outlines, the should be used for short speed drills. ssure-practice timed writings or any of the vices mentioned in any modern text for iting speed and control on straight copy may used on these drills. Each brief-form list repeated from time to time until the stu- nts have built up a reasonable speed.

Grading. A grade scale for this practice uld be about ten words a minute below rst is expected on one-minute straight-copy ractice. In other words, the lowest passing de will probably begin around 45, and the ter grades will range upward to 60 or e, depending on the proficiency of the icular class. The teacher who is working dy with his class soon senses when a scale o low to challenge the students' best work when it is too high to seem fair and so to enlist their best co-operation. Gener- teachers err on the side of asking too little their students: No matter how capable a ent, he rarely exceeds the goals set for by his teacher. On the other hand, even or student will often surprise both his her and himself by what he can accom- with the proper incentives.

rogress Chart. When several lists have covered, a wall chart is prepared provid- for the students' names and eighteen col- s for the brief-form lists given in the hand manual. A standard of fifty words nsidered a pass, for which a check is ed in the proper column of the chart. s are kept in the usual score book for ents' individual records but do not appear he chart. No student should be allowed come discouraged on any one list. If he short of the fifty or has more than one g error, he is told to turn in his best , with the number of errors, whenever teacher feels he should move on to another The actual score is put in the score book, a check is made on the chart. The student s he is not working up to standard and tries hard to reach it on the next list. The better students are encouraged to push their scores above the fifty, since the grade scale still in operation requires higher scores for the top grades.

Results. Such a program of pretranscription drills should produce the following results:

1. Provide an additional approach to the mastery of brief forms.
2. Make an easy transition from printed-copy typing to transcription from shorthand.
3. Furnish additional typewriting drill on the word and phrase level.
4. Instill into students the habit of speed in transcription.
5. Introduce the student to correct transcription techniques.
6. Give practice in the proper spelling of the more difficult frequent words found in the brief-form and phrase lists.

During these first few weeks only a very small part of the typewriting period need be devoted to brief forms and phrases. The rest of the period may be used for a review of typewriting forms — correspondence forms, especially—and the improvement of typewriting technique. Special drills on the upper row of the keyboard should be made a daily routine.

Correlate with Shorthand

On a Monday, in about the tenth week, I give my students in the shorthand period a special letter, written in shorthand and duplicated, for practice during the week. On Friday students are expected to transcribe the same letter from their own notes, written from dictation at sixty words for two minutes They will also have an outline test to see how many of the outlines they have actually learned.

Routine in Shorthand Class. The letter consists of words that illustrate the principles of the week's lessons, plus a few of the analogical beginnings and endings. These latter words are written on the board and their meanings and the meanings of the analogical

■ *This article not only offers a solution for the one-teacher one-department problem, but it also describes numerous techniques of great interest to every teacher of shorthand, transcription, and typewriting.*

parts are briefly explained; then they become a part of the regular word drills of the week without further ceremony. One page of the homework in the assignment is read and dictated in class so that students do not feel they are being given more work than the plan of the course intended. This class exercise, incidentally, assures adequate preparation of at least a quarter of the lesson! About ten minutes daily is spent on the speed letter in the shorthand class. Much of the early dictation practice is in very brief efforts so that a quite high rate is attained. This builds up the students' confidence as well as their writing ability.

Routine in Typing Class. In the typewriting periods of the same week, the letter is transcribed both from the duplicated notes and from the students' notes. Punctuation principles, as well as transcription techniques, can be taught through this letter. By use of unison reading at first, students are taught to transcribe by logical units, while the emphasis is in keeping their eyes steadily on the outlines.

The letter is also used for comparing the typing rate from shorthand outlines and from a typed copy of the letter. Some many-carbon practice is obtained, for one copy is made in triple spacing with several carbons for use in outside self-dictation practice.

Result of Correlation. By the time Friday arrives, the students have practically memorized the letter; but in so doing they have raised their rate in writing shorthand, have learned a number of new shorthand outlines, and have built up their confidence in their ability to take dictation. The repetition has been varied with some immediate objective always present to maintain interest. Virtually all the students will turn in very nearly correct transcriptions on the final take for two minutes at sixty words a minute, but those who are careless will be made aware of it on the outline test.

Follow-up

The new letter of the following week will be for three minutes at sixty words and will be based on the principles for that week, with additional analogical word beginnings and endings. The next week it will be for four minutes. Then, for three weeks following, the speed material will be for five minutes at sixty words, after which eighty-word practice begins. The dictation of the first eighty-word letter is for three minutes, and the dictation increases in length one minute up to five minutes. This routine is repeated through the weeks, with different letters each week.

By this gradual plan the students do not become discouraged and are finding the five-minute take at the old speed easy, so they welcome the shorter letter at the higher rate. Each week the outline test is a part of the program so that the students will not neglect outlines to depend on memory. They are enthusiastic, for any students who really want to work can make a good showing.

Letters in the text may very well be chosen for intensive practice instead of composing special letters. Also, as the material becomes longer, students prefer two letters instead of one long one. The letters should be selected for the number of principles and frequency of words reviewed rather than for their ease.

New Material. Toward the end of the first semester, new material dictation is gradually introduced. At first the new letters are based on words used in the speed practice of the week. Also, students are encouraged more and more to lay aside their texts while taking dictation on material in the book. Once they develop confidence in their ability to write independently, they enjoy the thrill that accomplishment brings.

Coaching. The student's personality determines whether he needs to be encouraged to "get something down" for each word or whether he must be urged to be more orthodox in his shorthand writing. Some students are so meticulously concerned about their outlines that they do not develop speed until they become a little more "free and easy." Others will be slipshod and must be taught that shorthand that is illegible has no value. The careless type needs practice in reading "cold" notes, with some testing on the writing of isolated forms.

Progress Chart. Another wall chart, introduced at the beginning of the second semester, records the transcription of five-minute dictation of standard shorthand test material. The columns read:

Old 80 5-min.	New 60 3-min.	New 60 5-min.	Old 100 3-min.	Old 100 5-min.
30 n.	New 80 5-min.	Old 120 5-min.	New 100 3-min.	New 100 5-min.
	Old 130 5-min.	New 110 5-min.	New 120 5-min.	

he "old" material is practiced exactly as as in the first semester; but less time is required to achieve the desired speed for week, and more time can be devoted to material. Each column provides space for e "dots" (punched from colored mount- paper) with a different color for each mn. Three "passes" at 95 per cent or er lead rather naturally into the next col- s. As the students proceed up the line h their old material, they find themselves ing their new tests. If they pass all their inute takes at a given speed, any 3-minute are filled in, but not until all three of the are earned. Often the 3-minute take es as encouragement when the students a little short of the 5-minute goal. The lents are enthusiastic about the chart and n "outsiders" watch with interest the ewing rows of colored dots.

Individual Differences. Soon the problem of individual differences becomes the main difficulty. Some of the old material can be used for class drill and then dictated at various rates for requirements on old matter. The outline checkup covers all the material so that even the poorer students are given the same drills in fundamentals. Students drop in before school and even after school for extra dictation at their specific rates. Awards of pins for the "New 100" add an extra zest to the work of the better students.

Outcome

Although no student fails to take the sixty words on new matter, no claim should be made for vocational proficiency for the entire class until all have attained at least the eighty-word rate. Each year there are a few who miss the eighty-word mark, but each year the work is stepped up a little in the hope that it may some day be reached.

Would these slowest students, often handicapped with poor work habits and deficient background in English, have become good stenographers after *two* years? Only those who have had the privilege of experimenting with the problem can answer that question!

Business Correspondence in 1843-1859

The Business Letter of Bygone Years—IV

■ CARL NAETHER
University of Southern California

INDICATIVE of the customs of letter writing prevailing about 1843 are the rules offered by the anonymous author of *The Letter-Writer's Own Book*, published by J. B. Perry in Philadelphia. To throw light on these customs, let us quote:

> Before you begin a letter, imagine that you are in the presence of the absent person: converse with him, pen in hand.
>
> Do not write a letter of reproof, immediately after a liberal meal.
>
> Conciseness is highly meritorious in mercantile correspondence or letters of business; but it must not degenerate into obscurity.
>
> The style in which your letter is begun should be continued to the end, unless some variation is demanded by a change of subject. But the transitions from one subject to another should not be abrupt—except in mercantile correspondence and letters of business, which are exempt from the operation of this rule.

Noteworthy in the last paragraph quoted above is the comment that business letters need not necessarily have close coherence of subject matter usually provided by smooth transition. Clearly we have here, perhaps for the first time, an author's sanction of the application of *less rigid* (or substandard) rules to business writing than to literary writing. Heretofore no prominent authority made concessions to business letter writing by suggesting lower standards for it.

Letters addressed to persons living in "post-towns," we are informed, "should include the name, office or profession, and the residence of the addressee, including town, county, and state." Letters meant for persons in *cities* should, in addition, have the street number, but may omit the name of the state—probably because the cities were then few and well known. "Merchants who are obliged to keep copies of their letters, inscribe on the margin of the first page the date, the name, quality, and residence of their correspondents, by way of direction to their clerks in copying."

"The letter proper should begin about the *middle* of the first page. On a second page, the continuation of the letter should not begin above the address (heading) on the first page. At least two lines of the description (message proper) should appear on the second page—not merely the closing salutation and the signature." This last mentioned practice is in full accord with present-day custom.

Postscripts are permitted only in personal letters—"to communicate events which have occurred *after* the letter has been closed, or to pay a compliment to a third person."

Sales appeals, even approaching the technique and wording of the modern circular or follow-up letter, very rarely appear in these interesting old letter books. However, the following "Offer of Goods by a Manufacturer" roughly corresponds to a sales letter. It is, moreover, typical of both the form and the wording of the models offered in *The Letter-Writer's Own Book:*

GENTLEMEN.

A desire of augmenting the credit of a manufacture of calicoes, which I established five years ago, has induced me to inquire for those houses in your city, which would contribute to procure a ready sale of my goods. My friends have observed, that your house would be extremely useful to me, on account of its extensive connexions, its remarkable activity, and its high reputation. I have accordingly subjoined a note of the different qualities of my cloths, with the respective prices annexed. I need not remark that the quality is uniformly equal to the sample. Integrity is the soul of commerce; and if you should see fit to honour me with any orders, I trust that you will find me to be honourable, punctual, and exact. I allow a credit of nine months to houses which enjoy an eminence of character equal to your own. I am, Gentlemen, with respect, etc.

The first intimation that complimentary phrases and sentences used at the close of business letters constitute more or less meaningless conventionalities is contained in one of the fifteen "General Maxims" featured in *Letter-Writing Simplified by Precept and Example,* which was published anonymously in 1844 by Wilson & Company of New York City. Thus we are told that "Terms of compliment at the close of a letter, such as 'I have the honor to be your most obedient servant,' are always considered as mere forms, which signify nothing. They should not, therefore, be avoided either from pride, or dislike to the party addressed."

Other quoteworthy maxims, pointing to specific early writing practices are:

For letters of business do not employ gilt-edged paper. To do so is accounted the extreme of vulgarity; therefore always use plain paper on such occasions. . . .

Always use an envelope, except for letters of mere business. Fashion now demands it, and it has the advantages of keeping the letter clean and ensuring secresy. . . .

The section on "Letters of Business" is introduced by long quotations from Lord Chesterfield and "a more modern writer," the closing portion of the latter reading:

In letters of business, which are designed to communicate intelligence, or to convey instructions, the sentences should be short, never having more than one member. In this kind, the despatches of Napoleon, and his colloquial style, are admirable models. That style seems to result from a determination to present in the shortest and least conciliatory manner the naked thoughts that lie upon the mind. It may be called a species of imperative narration—a kind of authoritative history. . . .

The commentary on this section of the book is concluded with "a few specimens of ordinary mercantile letters. But few are necessary, for almost every house has its settled forms, and the composition of a business letter is so simple, that, under the circumstances, more would be superfluous." These illustrations, as well as the

remaining portions of this book, suggest British rather than American style and materials. It would seem that *Letter-Writing Simplified* is a British book published anonymously in the United States.

1859: Interest in Styling

Helpful and specific instructions for the proper mechanical arrangement of the business letter and the various forms used in headings, salutations, and so on are offered by D. Zeublin in his *Outlines of Letter-Writing,* which appeared in 1859 in Cincinnati.

By way of introduction the author cautions that—

> Business letters should never be written in a hurry, but in a plain, legible hand, and should be carefully reviewed before sending. . . . Useless phrases: "I take up my pen in my hand to write to you" (friends will know that you are not taking pen in your mouth or your foot) should be avoided. . . . Write a plain, legible style, whether in penmanship or otherwise. . . . Avoid postscripts, as they indicate carelessness or a disorderly mind.

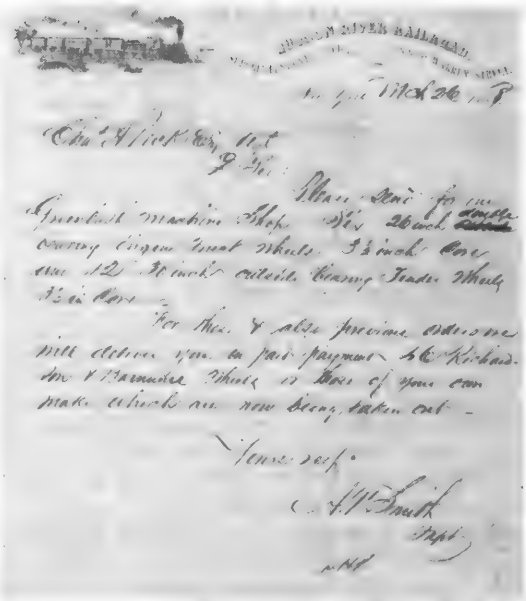
That a wide variety of opening and closing salutations was in vogue in Zeublin's time is clearly apparent from the following lists:

Esteemed Friend; Sir; Dear Sir; My Dear Sir; Honored Sir; Dear Friend; My Dear Friend; Gentlemen.

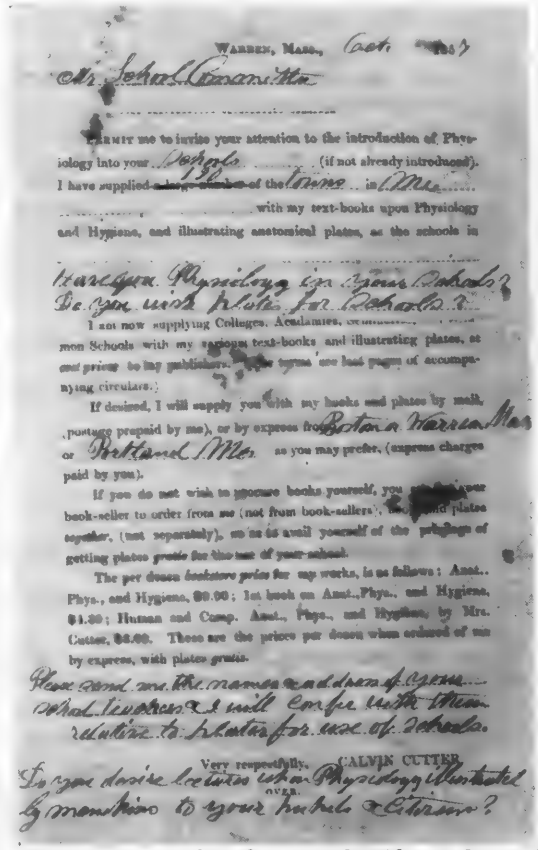
Yours; Yours truly; Yours respectfully; Yours sincerely; Yours affectionately; Yours faithfully; Ever Yours; Your servant; Your humble servant; Your sincere friend; Very truly yours; I am, gentlemen, Yours; I am, dear sir, very truly Yours; I am, sir, Yours.

Likewise emphasized are instructions for making copies of outgoing letters as well as for preserving incoming communications:

> A letter copying press would be a great convenience in preserving correct copies of the originals of business letters sent out, which are recognized in law as ample proof. . . . After being received and read, business letters should be carefully folded and indorsed with the date of the letter, the name of the correspondent, the date of the receipt of the letter, with a blank for the date of the answer:
>
> Philadelphia, March 14, 1859.
> Lippincott, Gambro & Co.
> Received, March 16th.
> Answered, March .....



■ *In the late 1850's the end of the one-paragraph letter was in sight.*



■ *An example of an early "form letter." Note the request for the names of the teachers.*

A Test on Trends in Business Education

■ **Based on a talk by JACK MILLIGAN**
Chief, Business Education Division,
Michigan Board of Vocational Education

IN A recent address at the University of South Dakota, Mr. Milligan offered the following as a list of trends in business education. Want to test your "trends awareness"? Read each statement and then evaluate it by placing a check in the appropriate box at the right. When you have finished, turn the page upside down to read the scoring instructions.

The Trends	I can prove it	So I've heard.	Interesting! .	I doubt it....	He is wrong..
1. Business teachers are becoming more concerned with pupils as individuals	☐	☐	☐	☐	☐
2. The dual nature of business education—vocational and general—is becoming more generally recognized	☐	☐	☐	☐	☐
3. There is a growth in federally and state-reimbursed programs of co-operative *office* education	☐	☐	☐	☐	☐
4. There is a growth in federally and state-reimbursed programs of co-operative *distributive* education	☐	☐	☐	☐	☐
5. Fewer schools are directing only their low-ability students to co-operative training programs	☐	☐	☐	☐	☐
6. Business teachers are losing their condescending attitude toward their associates in distributive education	☐	☐	☐	☐	☐
7. More and more vocational business teachers believe that their work should follow actual occupational patterns	☐	☐	☐	☐	☐
8. More and more teacher-training institutions are requiring their graduates to have some occupational experience	☐	☐	☐	☐	☐
9. More and more teacher-training institutions are providing opportunity for trainees to get job experience	☐	☐	☐	☐	☐
10. More schools are providing vocational laboratories (for example, model stores and offices) for their students	☐	☐	☐	☐	☐
11. Teachers' conventions are becoming better, due to such things as demonstration lessons, businessmen talks, and so on	☐	☐	☐	☐	☐
12. School administrators are being less bound by the tradition of catering to the colleges	☐	☐	☐	☐	☐
13. More vocational training is being included in the 13th and 14th grades (junior college curriculums)	☐	☐	☐	☐	☐
14. There is increased demand for specialized secretarial training (i.e., in law, medicine, engineering, and so on)	☐	☐	☐	☐	☐
15. A closer relationship is developing between schools and the businessmen of the community	☐	☐	☐	☐	☐
16. More trade and business associations are expressing interest in the business-education program, giving help	☐	☐	☐	☐	☐
17. Results of occupational and follow-up surveys indicate a need for more distributive education	☐	☐	☐	☐	☐
18. Due to survey results and business co-operation, more equipment is reaching the business classrooms	☐	☐	☐	☐	☐
19. Business teachers are taking an increasingly important part in curriculum revision and school planning	☐	☐	☐	☐	☐
20. An increasing number of states and cities are providing supervisory assistance in improving business education	☐	☐	☐	☐	☐

SCORING INSTRUCTIONS

(Take the "test" before reading these instructions!)

■ Mr. Milligan knows what he is talking about. He has full evidence to support each of his trends. Score yourself 5 for each check in the first column; 3, second column; 0, third column; —1, fourth column; and —5, fifth column—we don't approve fifth columnists!

The BUSINESS EDUCATION World

TEACHERS' SERVICE DEPARTMENT

Transcription Project—No. 2

MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

EACH pupil now has another opportunity to pit his knowledge, his skill, and his common sense against the mysteries of office-style dictation. This endeavor requires a degree of adaptability and a modicum of humor. The correlation of all these factors makes this project worth while as a teaching device and also makes it fun to try.

The Nature of the Transcription Project

Our first Transcription Project appeared on page 177 of last month's B.E.W. If you have not already used that first TP, dictate it to your students for practice material. Then, use *this* month's TP as test material for winning B.E.W. Certificates of Transcription Proficiency.[1] (These projects are different from the World's Worst Transcripts, you know, one of which is published on page 245.)

How to Administer a Transcription Project

If you use this TP for a pleasant variant in regular classroom teaching materials, you can, of course, make whatever use of it you wish. If you wish to use this month's or any month's TP as a basis for winning those desirable and highly motivating certificates, however, we must ask you to observe the following procedure very closely.

Step 1. Duplicate, write on the board, or dictate the following information for the students:

To: Students in (course designation)
From: (Instructor's name)
Subject: Special Transcription Project

Assume that you are secretary to Mr. Donald K. Bassett in the Publicity Office of the American National Bank. Mr. E. J. Wright is a cashier at the bank; Miss Suzanne Hadley is a new employee; and Mr. Christopher Beecham, of 825 East Meridian Street, Fargo, North Dakota, is a private photographer. The title of the bank's house organ (magazine for employees) is BANK-O-GRAMS.

Mr. Bassett calls you in to take dictation. He dictates an article for the house organ, two interoffice memorandums, and one outgoing letter. You are to type the copy on a plain sheet of paper. The interoffice memorandums are to be typed in a form similar to this memorandum to you. Because the copy and the two memorandums are to persons in your office, you will not need to address envelopes for them; but the letter to the photographer will require an envelope.

You will need these supplies: (*a*) one sheet of plain white paper for the article; (*b*) two memorandum letterheads or half sheets of plain paper for the two interoffice memos; (*c*) one (any kind) letterhead and envelope; (*d*) two sheets of carbon paper; and (*e*) five other sheets of paper for the various carbon copies you will be directed to make.

As Mr. Bassett dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants it. Mr. Bassett sometimes makes a slip in grammar, too; and he expects you to correct any such error when you transcribe his material.

Step 2. After ascertaining whether the students have the supplies enumerated above and whether they understand the in-

[1] Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificate, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (370 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates certify genuine skill.

structions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes by your voice inflection—not always are the changes indicated by such expressions as "Change that" or "No."

[*Note:* In this story, the italicized portions indicate words that you say but that the students do not transcribe. When correcting the transcripts later, you need to read only the nonitalicized portion. You should dictate every word given here.—*Editor*]

This is copy for our house organ. Make three carbons. The teller's cage next to the Receivables *window* has a new face behind the bars *exclamation. Omit the word "window." Take a gander in that direction—change that.* Shine your nicest smile of welcome the next time you pass that way. ***She's blonde, she's smart, she's delightful—cut that.*** But you will anyhow when you see the attractive young lady who is our new employee. *Paragraph.* She is most recently from St. Petersburg (*dash*) that accounts for her sun tan *exclamation.* Though she claims to be an Ohio Buckeye by birth, she went to high school in a suburb of our own fair city (*dash*) Irvington, no less. Four years of her life she whiled away at State College. Her hobbies are swimming and music. *Paragraph.* Her name (*question*). Oh (*comma*) yes (*dash*) it's Suzanne *Hadden.*[2] We welcome her heartily to our *family* (*no*) midst.

Now a memo to Suzanne Hadden. Attached is a statement that we *should* like to use in BANK-O-GRAMS, our magazine for our employees. *Paragraph.* In addition to this statement, we should like to use your picture. The bank has an arrangement with a private photographer, Christopher Beecham, for informal pictures for use in our publication. We are notifying him that you will phone *him—omit "him"*—for an appointment within the next *five days—no*—three days. We hope this will be convenient for you. *Paragraph.* Please return the attached copy *with your signature—no*—with your signed approval as soon as possible.

Let's see. We have to get the department O.K., don't we? Memo to Wright, her superior. Attached is copy we plan to run in the next issue of BANK-O-GRAMS regarding *you.*[3] *Paragraph. When you have checked it—change that to read*—If it meets with your approval, will you please sign and return it as soon as possible.

Letter to photographer Beecham. This is authorization for an informal picture of Suzanne *Hadden,*[2] a new *employer*[4] in the cashier's section. This is to accompany the usual personal-background digest. We have asked her to phone for an appointment within the next three days. *Paragraph. Do you want —Do you have—no*—We want two other pictures, too. The choral group meets Thursday night at 7:30 in the Town Hall Room. They're preparing a program to which we want to give a little publicity. *What plans—skip that. Paragraph.* Also, our bowling team wants some action pictures. They will be at the Hawthorne alleys at 7:00, Wednesday evening. Cordially yours.

Step 3. Without giving the students any assistance, time their transcription. As each student completes his transcripts—the copy, the two memos, the letter, and the envelope —tell him how many minutes he has taken and direct him to write the number of minutes on the back of the envelope.

Step 4. When all students have completed the test, correct the papers by reading the nonitalicized type given in the test take.

Step 5. Select all the sets of transcripts that are completely mailable (no misspellings, untidy erasures, uncorrected typographical errors, serious deviation in wording, or poor placement) and send them to the BUSINESS EDUCATION WORLD Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each set of transcripts (originals only) together, with the envelope on top, in reverse. Show the student's name, rate, certificate he has earned, and name and address of the school on the back of the envelope, too. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B.E.W. stamps for each student's set of transcripts, to cover in part the cost of printing, mailing, and judging. Also please include a covering letter that summarizes the names of the participants and the speeds of their transcription.

Last Reminder. There is no dead line for submitting the transcripts. You may use the projects any time this school year, provided only that the material is new to the students at the time you dictate it. And remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

[2] Hadley.

[3] *Should be* "your new employee" *or something similar.*

[4] employee.

Happy Harbor Toy Shop

Closing Date
for this contest will be midnight January 14

■ MILTON BRIGGS
Senior High School
New Bedford, Massachusetts

PLEASE read the following introductory paragraphs to your students:

In this contest, you are to be employed as bookkeeper for Happy Harbor Toy Shop, which serves as a harbor of happiness for children of all ages. Here there are hoards of games and books, puzzles and toys that will add to the joys of girls and boys. At this season of the year, countless numbers of prospective customers visit Happy Harbor and boost its sales records up to the fondest hopes of Harry Hanson, the proprietor.

Your duties as bookkeeper for Mr. Hanson include cashiering, checking of invoices, journalizing, posting, and preparing a trial balance at the end of each month. In this contest problem, you have a choice of any one or all of the last three duties.

Following is a list of transactions selected from those that occur during the month of December at Happy Harbor. (Teachers: *Dictate the following transactions to your students, or have the transactions duplicated or written on the blackboard.)*

December, 1948

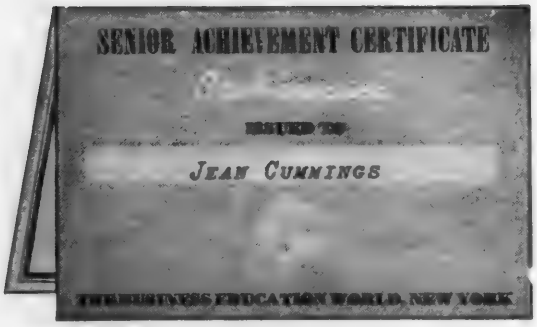
1 Mr. Hanson, the proprietor, invested $1,000 additional cash in his business.
4 Bought merchandise, on account 30 days, from Kiddeeland, Inc., New York City, $156.75.
10 Cash sales to date totaled $2,464.22.
11 Sold toys, on account 30 days, to the Darling Day Nursery, $73.90. Sale No. 849.
14 Purchased merchandise for cash, $104.45, from Santa's Year-Round Toy Supply House.
15 Returned unsatisfactory merchandise, $12.90, to Kiddeeland, Inc. (Credit Purchases.)
18 Purchased gift boxes and wrapping paper on account from Superior Paper Products Company, $34.49. (Debit Store Supplies.)
20 Sold puzzles and games to St. Luke's Hospital for cash, $35.
21 Bought a new typewriter on account from the Ace Office Supply Company, $135.50. (Debit Equipment.)
22 Received a check from Darling Day Nursery, $40, in partial payment of amount due.
24 St. Luke's Hospital returned games damaged in delivery. Refunded the sale price, $2.95. (Debit Sales.)
27 Gave Superior Paper Products Company a check for $20 in part payment of amount due them.
28 Sold merchandise, on account 15 days, to Mrs. Anne Lowry, $4.95. Sale No. 1845.
29 Sent John B. Gibson a check, $175, in payment of store rent.
30 Mrs. Anne Lowry returned unsatisfactory merchandise. Credited her account, $1.39. (Debit Sales.)
31 Mr. Hanson withdrew cash from the business, $150.

Assignments for Each Certificate

To earn a Junior Certificate of Achievement for your work in this contest, make entries in simple General Journal form for these transactions. Use pen and ink and both sides of regular bookkeeping paper, or plain white paper properly ruled.

To earn a Senior Certificate of Achievement, journalize the transactions

■ *Here is the fourth contest in the 1948-1949 series of monthly problems, designed to stimulate student interest in all bookkeeping classes and thus facilitate the work of the teacher. Your students can win prizes, certificates—junior, senior, and superior—and glory for themselves and your school by solving this month's problem and sending in their work.*



■ *For added recognition, you can obtain certificates for those students who earn them, win laurels for self and for school.*

and then post the entries to a general ledger. Use both sides of your ledger paper and all available space. Number each account, and be sure to fill in posting references. (Suggested account titles are given at the end of the problem.) Send only your ledger to New York; you need not submit your journal for the Senior Certificate.

To earn a Superior Certificate of Achievement, journalize and post and then prepare a trial balance of differences. Use simple journal paper for the trial balance, or plain white paper ruled with two money columns at the right side of the paper. Send only your trial balance to New York; you need not send your journal or ledger for a Superior Certificate.

Suggested Account Titles

In journalizing the preceding transactions, students may use account titles to which they are accustomed. The following titles are suggested, however, for use in preparing the solution for this contest problem: Cash, Accounts Receivable (or individual accounts with customers), Store Supplies, Equipment, Accounts Payable (or individual accounts with creditors), Harry Hanson — Capital, Sales, Purchases, Rent Expense.

A Tip for Teacher

If your students use the account titles listed above, the correct total of their trial balance should be $3,717.57.

Looking Ahead

In the next issue of the B.E.W. watch for not only the regular January monthly contest but the special announcement giving you all the details of the 12th International Bookkeeping Contest which will be published in the February issue. A record number of prizes will be offered.

The Business Education World

Rules for *Monthly* Bookkeeping Contests

1. AWARDS. First prize *in each division,* $3; second prize, $2; honorable mention, a Scholastic Achievement Certificate suitable for framing; every satisfactory solution, the appropriate Junior, Senior, or Superior two-color Certificate of Achievement.

2. CLOSING DATE. Second Friday of month following publication (example: second Friday in January for December contest).

3. MAILING. Send solutions (not less than five) via express or first-class mail to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

4. IDENTIFICATION. Identify each paper with the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner. Send a typed list *in duplicate* of the names of students whose papers are submitted. Place *A* after name if Junior Certificate is to be awarded, *B* to indicate a Senior Certificate, and *C* to indicate a Superior Certificate.

5. FEE. Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

6. JUDGES. Milton Briggs, Claudia Garvey.

7. O.B.E. CHARTER. A charter for a chapter of the Order of Business Efficiency will be issued on request to a school when ten or more students have won senior B.E.W. certificates.

8. NOTE: Special rules apply to the annual (February) International Contest.

SMITH & SMITH
29 Centre Street
New York, New York

January 3, 1949.

Kent & Green; Inc.
576 State street,
New York 41 New York

Gentelmen:

In accepting you contract about five month ago; we lend you $31. That is the amt. we had to pay the Agency for your advertising during june. In otherwords, we had to avdance $31 for you. We done this becuase we were confidence that you would pay us prompt on reciept of your invoise

Honour in busines was the bases on which all succesful merchants an manufacturs build there reputation. Prompt settlment of accounts strenthens credit and developes busines?

Do you thing is it fare to make us wait so long for this $21. Which is now 5 month's over due. We have written you so many letter regarding this itim, without recieving no response from you, that they are begining to wondering about your delay in making this settlement.

Our letters of November 15th was a appeal to your honour, but no words from you has reached us as yet. Wont you please tell us why we fail too recieve your reply. just turn the situatoin around and put youself in our place. Wouldn't you faith be shakey if a trusted customer put of paying you a honorable dept?

Let us have your explaination and your check, and both will be accepted in good faith. Please dont lie this letter aside until you have discharged this honourable obgilation--send your cheque immediatly?

Sincerly Yours,

SMITH AND SMITH

ABS:afh

Byron A. Smithe, Presdent

■ *"Par" for a "junior" certificate is 60 errors found; for a "senior" certificate, 69; for a "superior" certificate, 77. The key is given on page 253. You may duplicate copies of this WWT for classroom use or obtain reprints from the B.E.W. at 3 cents each.*

Treasure-Trove

From "Page Mr. Tutt," by

ARTHUR TRAIN

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PART IV

'TREASURE-TROVE,' under the ancient common law," explained Mr. Tutt, "was any gold or silver, in coin, plate, or bullion (they had no paper money, of course, in those days) found concealed in the earth or in a house or other private place—but not merely lost or lying on the ground—the owner of the treasure being unknown. Originally, the finder took title against all the world except the true owner; then later, under a statute of Edward the Fourth, it was given to the crown.—Nowadays, in America, in the absence of legislation to the contrary, it is held to belong to the finder."

"But bonds ain't gold or silver!" interjected "Toggery Bill." "So this *can't* be treasure trove!"

"They're almost the same thing!" countered "Ma." "A 'gold bond' is the same as gold. They don't use metal in big sums like that!"

"Maybe these weren't 'gold bonds,'" said Pennypacker. "And they weren't hidden, anyhow. They was lying right beside the chimney on the surface of the ground."

"It *might* become a very important question whether the tin can in which these bonds were found was buried or not," replied Mr. Tutt, slightly accentuating the word "might,"—"and an equally difficult one to decide. I must frankly admit, however, that in most jurisdictions the old distinction between treasure-trove and lost property, no matter where it is found, has been swept away—and the finder has the right to hold it against all the world except the true owner."

"Then Len has a better right to it than anybody!" said "Ma." "And I'm glad of it!—That poor feller—with his sick wife and those three little children——"

"Nevertheless, the decisions are by no means unanimous," warned Mr. Tutt with an inscrutable smile on his withered face. "No one could say for certain how the legal cat would jump in any given case. You gentlemen who represent the ownership of the soil—and I include in your number the adroit Squire Mason—certainly have precedents in favor of your contentions that the 'treasure' should go to at least one of you. Indeed, I recall a recent case in Oregon in which it was held that gold-bearing quartz, buried near a marked tree in a bag that had almost entirely rotted away, is not to be regarded as lost property or 'treasure-trove' so that the title will vest in the finder as against the owner of the soil, even though the length of time since it was hidden would indicate that the owner was dead or had forgotten it; and this, at first sight, seems directly in line with a decision in the Appellate Division of our own Supreme Court—'Burdick versus Chesebrough'—that if personal property is deposited beneath the surface of the soil, and so left until it is forgotten, and the owner thereof cannot be found, such personal property becomes, as part of the soil, the property of the owner of the land."

"Then I get it!" asserted "Toggery Bill."

"*I* get it, you mean!" echoed Bellows.

"Don't forget the squire!" advised Pennypacker.

"There's another little jigger in the law," continued Mr. Tutt, "that might run in your favor or in that of the 'Treasure-Trove Land Owners, Incorporated,' should you see fit to adopt Mr. Pennypacker's suggestion and form a stock company—and that is the doctrine that property which has been merely mislaid and overlooked is not lost. In this connection the courts have defined 'lost' property as that which unwittingly passes out of the possession of its owner, and the whereabouts of which he does not at any time thereafter know; while 'mislaid' property is that which the owner intentionally places where he can again resort to it, and then forgets. In the latter case, the finder acquires no right to its possession, which remains in the owner of the premises where the property is discovered. It seems like a sensible rule and was undoubtedly made for the better protection of the owner who lays down his property in some place where, in the ordinary course of events, he would naturally prefer to have the proprietor look after it rather than have it carried off by a casual stranger—as if I should leave a fishing rod on the desk over at the Phoenix Hotel, for example."

"That's so!" agreed Pennypacker.

"Thus the courts have held that money or securities left on desks or counters in banks, personal effects left in barbershops and hotels, and packages left in passenger coaches are not so lost as to give the next person who comes along the right of possession as against that of the banker, barber, hotel, or railroad company who might properly act as custodian until the owner returned or claimed his property. It is possible a court might hold that the bonds under discussion were laid down back of the chimney by some customer of the blacksmith, who forgot what he had done with them, and hence in the eyes of the law, being mislaid and not lost, belonged to the proprietor until legally claimed by the owner."

"I guess that fixes it for me, all right!" cried Sam. "I was the blacksmith——"

"But you weren't the blacksmith in 1913 when the bonds was put there!" replied "Toggery Bill."

"How can you prove they was put there in 1913?" countered the deputy.

"What I say is," interjected "Ma" Best, "that

whoever thinks some feller left those bonds there in a tin can while he was gettin' his horse shoed is a fool!"

"Good for Ma!" yelled several of those present, and in another moment the local sea lawyers were all arguing hammer and tongs over the validity of the respective claims of Gookin, Bellows, and Mason—which was precisely what Mr. Tutt intended.

IT WAS ABOUT HALF PAST SIX O'CLOCK and the Crandall family, including Mr. Tutt, who had dropped in to meet Carrie and the children—were still at the supper table, when Sheriff Higgins entered.

"Ssh!" he said, laying his finger on his lips. "Mason's out there with a writ of replevin, and, if he finds Len, he's going to serve it. If you want to beat it——"

"We have nothing to be afraid of, sheriff! Ask him in!" said Mr. Tutt.

"That man in my house!" cried Carrie Crandall. "Never!"

"You forget it is *his* house!" answered the lawyer.

"All the same, he shan't come in here!" she declared defiantly.

"Then suppose Len and I talk to him outside."

Mr. Tutt followed the sheriff out to where the squire was sitting in the latter's motor.

"Good evening, Mr. Mason," he said pleasantly enough. "Is there anything I can do for you?"

"Instruct your client to turn over those bonds! I am the owner of the land where they were found, and I have bought in whatever interest other parties may have claimed to have."

"Quick work, squire!" Mr. Tutt threw a convincing note of admiration into his voice. "You are certainly 'Johnny-on-the-spot'!—But don't you think Crandall has a pretty good case?"

"Case nothin'!" answered Mason condescendingly. "There may be some freak decisions lying around that might seem to give him some rights, but the law in this State is absolutely settled by Burdick versus Chesebrough in 94 Appellate Division at page 532, that personal property found buried in the earth belongs to the owner of the soil. And outside of New York the leading decision is Ferguson versus Ray in 44 Oregon 557 to the same effect—that recent gold-quartz case, you know."

"Yes, I've read it," admitted Mr. Tutt.

"To say nothing of the long line of decisions in the 'mislaid' property cases. These bonds had either become a part of the soil under the two cases I spoke of or are 'mislaid' property."

"I see that you have made a thorough examination of the authorities," Mr. Tutt complimented him. "But you must admit that the famous case of Weeks versus Hackett in the 104th Maine reports, and Durfee versus Jones in the 11th of Rhode Island rather look in our direction. I admit that if it were not for the two cases you have just recalled to my attention I should have thought that Weeks versus Hackett settled the matter. In that case the plaintiff dug up a tin can full of gold coins, and the court said that the owner of the soil had no claim to it whatever against the finder, and that the reason of the rule, giving the finder of lost property the right to retain it against all persons except the true owner, applied with equal force and reason to money found hidden or secreted in the earth and money found on the surface—that there was no distinction between treasure-trove and lost property.

"So in Durfee versus Jones, where A bought an old safe at auction and offered it to B for sale and left it on his property, and B refused to buy it, but, before A could take it away, found a package of bank notes which had fallen down a hole in the lining, the court said that B was entitled to the money as against A, the owner of the safe; that the notes had never been in the custody of A nor within the protection of his house before they were found, as they would have been if they had intentionally been deposited there by the true owner; and that it is not essential to the character of treasure-trove that the thing shall have been hidden in the ground, it being sufficient if it be found concealed in other articles, such as bureaus, machinery, etc. The owner of the soil acquires no title thereto by virtue of his

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

B.E.W. Page		G.W. Page	B.E.W. Page		G.W. Page
251	Actual Business Letters	221	253	Legend of the Poinsettia	204
253	By Wits and Wags	222	252	Little Christmas in Serbia	220
252	Christmas Still Lives	203	252	O.G.A. Membership Test	191
248	Fire-Eaters	205	252	Plan and Succeed	210
250	Graded Letters	211	251	Transcription Speed Practice	192
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ownership of the land. Later Oregon cases are to the same effect.—Yes, we've got some law on our side, squire!"

"Both isolated cases—in unimportant jurisdictions!" declared the squire. "Still—" and he leaned confidentially toward Mr. Tutt's left ear, "I don't want to be too hard on the boy. It's only natural that he should feel he has some sort of a claim, and after having had to foreclose on his farm I'm inclined to be generous with him. Of course I'm taking a terrible risk that the owner of the bonds will turn up and claim them, but I tell you what I'll do! I'll give Crandall a quarter-interest in the bonds—that's about two thousand dollars—and trade him back the farm for it."

"But you foreclosed on it for twelve hundred!" cried Crandall indignantly.

"That has nothing to do with it. The fair market value of the place is nigh onto three thousand. I just had the luck to get it for twelve hundred. Anyhow, my price is only two thousand and I'll exchange for your interest in the bonds as finder. What do you say?"

"I call it an outrage!" called out Mrs. Crandall from the threshold. "Mr. Tutt said we had a good case. I don't see why——"

"Hold on, Carrie!" admonished Len. "Mr. Tutt seems to feel now that Mason has the law on us!"

"I'm afraid he has a little the best of it," conceded Mr. Tutt. "On the whole, I advise you to accept his offer."

"Then come over to my office and we'll sign the papers," said the squire. "There's no use dawdling, once we've come to terms."

(To be concluded next month)

Fire-Eaters

Courtesy of Robert L. Johnson Magazines, Inc.

NEW YORK FIREMEN have been called upon to do many odd jobs, ranging from rescuing a treed cat to putting out[1] flames on top of a forty-story building. But one of their most unusual feats is remembered in the[2] Department's history as "the day New York saved Baltimore."

It was a cold February day in 1904[3] when the news came from the southern city that what had started as a slight blaze was rapidly destroying all[4] of Baltimore. Philadelphia, Washington, and nearby towns had sent help, but the flames were steadily increasing.[5] The distraught mayor of Baltimore finally telegraphed to New York to ask more aid.

Seven fire companies,[6] with their engines, carts, and full equipment were immediately started southward on a special train. Miles before[7] they reached the city they could see heavy clouds of smoke and the masses of flame that were greedily feeding on[8] hundreds of buildings. Probably a thousand buildings were burning when the New York contingent arrived. By the evening[9] of the next day the combined forces of firemen from all the cities had the blaze under control—a blaze which[10] wrecked fifteen hundred twenty-six buildings and sent one hundred million dollars worth of property up in smoke.

NEW[11] YORK'S fire fighters were well equipped to answer Baltimore's appeal in 1904, for the fire department[12] in this city had been developing over a long period of years, ever since the "Rattle Watch" patrolled[13] the streets. This band was organized in 1658, and was made up of watchmen who carried arms and[14] a big wooden rattle as they guarded the city. They would shake the rattles lustily as they bawled out the time[15] of night and the weather, and if they discovered a fire their rattles would raise the town.

The citizens of that early[16] day kept their own fire apparatus in their houses. These consisted of leathern buckets, which were filled with water[17] at sunset and placed outside the door. Everyone had to have a bucket ready and was fined by the[18] Worshipful Fire Wardens if found remiss. Extra buckets for public use were paid for by taxation—the basis of[19] the tax being the number of chimneys on a house.

A loud clatter of rattles and the cry "Throw out your buckets!"[20] from watchmen running through the streets was the signal that a fire had been discovered. Each householder would pitch his extra[21] buckets into the street, where the watch picked them up and carried them to the scene of the blaze. Citizens carrying[22] filled buckets would hurry to the burning building and form fire lines, passing the containers from hand to hand until[23] the last man in line could splash what was left on the flames.

Fire fighting was strictly a matter of hand labor in[24] those days. The man who could hoist the biggest bucket was the hero of the hour. In 1730,[25] however, the city government heard of a new English invention which was said to be a miracle of[26] efficiency. They sent to London for it, and within a few months New Yorkers were admiring their first fire engine.[27] It was a boxlike affair which stood on four wheels and had a short pipe projecting from one end. Water was poured into[28] it and forced by hand work up the pipe about eighty feet into the air. The apparatus had to be carried[29] from place to place and was a clumsy thing to move about. Its pipe was immovable, which meant that it had to[30] be pointed at just the right angle to be of any use. It was not until much later that some genius replaced[31] the pipe with a hose.

AS New York changed from a squat little town into a sprawling city, the few paid watch-

These dictation materials are counted in units of 20 standard words.

en[32] were quite inadequate. Volunteer fire ompanies began to organize, made up of men ho wanted to protect[33] their own districts. ome of the best-known men in the city were roud to belong. Lawyers, bankers, doctors, nd merchants[34] were enrolled in them. They ere surprisingly good companies too, with any strict rules and severe penalties.[35] There as usually one man at the head of each roup who received a salary for his work, but ne main body[36] of firemen was all volunteers. During the early 1800's, these companies ourished. Members took great[37] pride in their orses, their engines, and their own costumes, nd were constantly trying to outdo their rivals. No[38] respectable fireman would attend a blaze nless he were dressed in full costume, even if ne building burned down while[39] he was dress- ng. In the year 1840, a fire was going full peed in downtown New York when a well[40]- nown company dashed up, a little late but in niforms which filled all the rest of the volun- eers with envy.[41] They were dressed in bright ed flannel shirts, black trousers, shiny belts, nd smart blue coats. The fire was a sartorial uccess.[42]

The hat and speaking trumpet were other arts of a volunteer's equipment which helped righten his life. The trumpets[43] were often laborate things, engraved or carved. The hats, which changed in style from year to year, were ometimes very[44] costly. Almost every fireman preferred a big hat to a cap, for the brim ept the water from dripping down[45] his face, nd the iron rim inside kept the heat from warping the metal. One special hat ordered by nen in[46] another state for their chief was nounted in silver and gold and cost the group wenty-two hundred dollars.

THE New York[47] volunteers were most par- icular about the members who wished to join their companies, yet it was hard to keep[48] the younger, would-be firemen away. Groups of youthful followers who imitated the older men in dress and[49] speech, attached themselves to different companies and trailed after them when the alarm was sounded. They were called "run- ners"[50] and considered it an honor to be allowed to dash ahead of the apparatus carrying the lanterns[51] to signal that the firemen were com- ing. Sometimes regular gangs evolved from these younger enthusiasts, and[52] rowdies and criminals took command. The "Forty Thieves" and the "Bowery B'hoys" were two of the fa- mous gangs which[53] started around the fire- house.

It was often these more unruly characters who started some of the bitterest[54] battles be- tween volunteer companies. The runners from different groups would speed out at the alarm and seek the[55] hydrant nearest to the fire. This they would guard against other runners until their own company arrived. More than[56] once a burning building would blaze away un- molested while firemen fought for the honor of their company.

Despite[57] such clashes, the volunteers gave good service to New York. They were severely tested in 1835,[58] when a fire started in much the same way as the one which was to destroy part of Baltimore. It was the[59] sixteenth of December, and the thermometer read seventeen below zero. The rivers were frozen solid,[60] most of the water supply was frozen, and citizens had to melt cakes of ice to get drink- ing water. It had[61] been snowing for twenty- four hours, and few people were on the streets. A watchman discovered a small fire in a build- ing[62] on Merchant Street and ran to give the alarm. Hampered by snow and ice, the fire- men could do little to stop the[63] flames. The building was soon destroyed and the whole block began to burn. What water the men could get turned immediately[64] to ice. Soon more buildings caught and in a few hours dozens of them were burning steadily. Thir- teen acres of[65] the business and financial part of the city were destroyed. The fire could be seen almost one hundred miles away[66] and to an onlooker it seemed that the whole island of Manhattan was going up in smoke and flames. New Jersey[67] sent men to aid and then Philadel- phia was called on. At the time, all of the rails between New York and[68] Philadelphia had not yet been laid, and the Pennsylvania firemen dragged their carts and engines through the sand and snow[69] for six miles.

THE clanging of a loud bell was New York's only fire alarm as late as 1873.[70] Watchmen stood day and night in fire towers which were located in eight central places. Three of them were[71] in the cupolas of the Reservoir, and Centre and Jefferson Markets. One was on the top of the Hall of[72] Justice (The Tombs). When the man in a tower saw smoke or flames, he pulled the bell as hard as he could, and the volunteers[73] in his district rushed for their equipment. It would sometimes take them a while to find the fire, since each tower served[74] a big territory.

New York firemen turned out in full force in 1842 when a great celebration[75] was staged for the opening of the Croton Aqueduct. Fire- men in bright and polished equipment marched in[76] the parade, driving engines and hose carts. It was a big day in New York, with a balloon ascension, fireworks, and[77] a play written in honor of the Aqueduct's opening. Several chil- dren born on that day were named "Croton"[78]— restaurants served Croton Specials, and the fashionable thing to do was to ask not for a drink of water but[79] for a "glass of Croton."

Engines and firehouses were draped in black in 1865, and black crepe trimmed[80] the horses' reins. The New York State Legislature had put an end to the colorful volunteer companies by[81] creating a paid permanent department. The old-time firemen didn't approve—but the change went through and gradually[82] the Department became the swift-moving, astonishingly efficient force of trained fire-eaters who now[83] guard New York. (1662)

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Ten

Dear Mr. *McPhail:*

We have your letter of December 15, informing us that the *instruments* were delivered[1] to you without *magnets.*

The *superintendent* of our *Detroit* plant tells us that this *circumstance* was due to[2] an error in the *order department. At any rate,* we regret the inconvenience that this *shortage* has caused[3] you and are issuing *instructions* to our *shipping department* to *include* five of these *magnets* with your next *shipment.*[4]

There will be no *extra* charge for them, as they are being shipped to offset a *shortage.* We are shipping the[5] *Exclusive Electromagnet,* as that is the type generally used with the *instruments* called for on the order[6] you reported *short.*

I do not know *whether or not* our selection is satisfactory. I hope it is; but,[7] if it is not, please *write us at once* and we will ship you our other model—the *Grand—as soon as possible.*

Yours[8] very truly, (163)

Dear Mr. *McNamara:*

It is *my understanding* that the *circular distributed* among the *postal*[1] employees of this city is your work *exclusively.* I am *inclined* to believe that every *postal*[2] employee will be in *agreement* with most of the points you make. May I make one suggestion: the second *paragraph,*[3] referring to the payment of dues, may be *misinterpreted* and *misconstrued* to the *detriment* of our[4] organization, thus *destroying* the *constructive* work we *have done.* You should make it *extremely* clear in any[5] follow-up *circular* that this increase does not *include* present members.

Considering all the *circumstances, in*[6] *my opinion* you *have done* a *magnificent* piece of work.

Yours truly, (133)

Dear Mr. *McIntosh:*

I shall be governed by the *instructions* in your letter of December 10 in regard[1] to the purchase of additional *electrical* equipment for the completion of the job on *Central*[2] Avenue.

However, I am *inclined* to *disagree* with you when you state that *Paramount Electric* Company[3] products are better *constructed* than any others on the market. This is an *extraordinary* statement *in*[4] *view of the fact* that *Paramount electric*-light bulbs and switches always gave us more trouble than either those of[5] the *McNeil Electric* Company or *International Electrical* Supplies.

Of course, I shall carry out[6] your *instructions* but shall first await a reply to this letter before *entering* into any further *contracts.*[7] Please wire me *at once.*

Very truly yours, (148)

For Use with Chapter Eleven

Dear Mr. Smith:

Empire Distributors is glad to grant you the exclusive *agency* for *Mutual Phonographs*[1] in the *neighborhood* of Miami Beach. These superb instruments, though *expensive,* enjoy the greatest of[2] *popularity* with *intelligent* and *enthusiastic* lovers of *classical* and popular music.

There[3] is *unanimity* of opinion in the *musical* world as to the extraordinary *artistic* merits and *unequaled* beauty of tone of *Mutual Phonographs. Inspiring* letters are *continually* being received from purchasers of all types of models.

After years of *experimental* work requiring the most[4] extraordinary *technical proficiency,* our engineers are proud to announce that our latest model is[5] ready for distribution. Several *drastic modifications* in shape and size have been made and some *practical*[6] new features added. Its exceedingly sturdy construction is what gives this model its *individuality*[7] and makes it a *practical* instrument to own. We have no doubt that it will exceed in *popularity*[8] the 194 model which enjoyed a fine *reputation.*

Our dealers have never had[9] to *apologize* for a *Majestic's* performance, and there is no *likelihood* that *Majestic* users will ever[10] complain about *inferiority* of *workmanship.*

We are sending you, under separate cover, a *multigraphed* booklet of dealers' *regulations.*[11] Please read it carefully. It answers all *fundamental* questions[12] frequently asked by new dealers. If, however, there are any points *requiring clarification,* do not[13] hesitate to *consult* us.

Yours truly, (306)

Dear Sir:

Congratulations! After a *comprehensive* and *extensive* search for a man with just the right *personality* and who also possesses the *characteristics* and *capabilities* of a hard worker, you have been chosen by a *majority* of the *School Board* to take charge of the reconstruction work already started[2] on the *Board of Education* Building. The *qualifications* you showed in constructing the *Chamber of Commerce*[3] Building influenced the *School Board* in its decision.

In your new *assignment* you may be sure no *political*[4] *pressure* will be permitted to interfere. For *technical* advice, you are to *consult* with Mr. *A. F.*[5] Andrews. He has already made some *drastic modifications* in the original plans, and we can *assure*[6] you of his wholehearted coöperation.

Yours very truly, (151)

(here counted in units of 20 standard words) in shorthand in The Gregg Writer.

For Use with Chapter Twelve

Dear Mrs. *English:*

How would you like to devote your spare time in a way that will add a *substantial* sum to your[1] income? You can earn $10 to $15 a day by performing *comparatively* easy work. *Clerks,*[2] *secretaries, telephone* operators, *housewives,* and people who are far from being *qualified salesmen* can[3] earn that much a day from now until *Christmas* simply by showing our *unusual* assortment of *Christmas* cards[4] to their friends and neighbors. Some beginners with lots of *energy* and *push succeed* in earning as much as[5] $25 a day. The *testimony* of a great many (see the *testimonials* appearing in the[6] October issue of the *American* Guide) shows that these earnings are not at all *unusual.*

Here is the[7] *solution* to your *Christmas*-present problem. Here is a *practical* means of acquiring a *substantial* sum that will[8] enable you to present your family and friends with the *generous* gifts you always wished you could afford to[9] buy.

For a full description of our *practical* plan and *specimen* cards, fill in and return the *accompanying*[10] card and we will mail them to you at once. Better still, if you have the time, visit our *headquarters* in the[11] *Independence* Building and any one of our *assistants* will be delighted to explain the plan to you.

Take[12] advantage of this *glorious* opportunity. You will not be *disappointed.*

Very truly yours, (258)

Dear Mr. *Christian:*

I was detained in *Indianapolis* and did not return to *St. Louis* until[1] yesterday. My *secretary* immediately brought to my attention your letter and the *accompanying*[2] data sheet giving us the *specific* information regarding *salesmen's* expenses. You have *distinguished* yourself[3] by *succeeding* where so many before you have failed. Your thorough *investigation* and careful *observation*[4] will result in saving the *English Automobile Corporation* a *substantial* sum of money.

The[5] *executives discussed* your achievement and came to the *conclusion* that you should be rewarded for the *energy*[6] and *independent* thinking you applied to this difficult task. It was therefore decided to grant you a[7] *generous* bonus, which you will soon receive. Keep up the good work!

Sincerely, (153)

Transcription Speed Practice

Dear Mr. Keller:

The time has come for us to write you that your subscription will expire with the December issue.[1] Please return the enclosed notice promptly and you will receive the benefit of reduced holiday rates. You[2] can order your renewal and Christmas gift subscriptions now and pay nothing until after January 10.[3]

In five minutes, without stirring from your easy chair, you can take care of practically your entire Christmas list.[4] Simply jot down the names and addresses on the enclosed order form and mail it today. Each gift you order will[5] be announced with an attractive Christmas card, inscribed with your name. And the first issue, handsomely gift-wrapped, will be[6] mailed to arrive at Christmas.

So, continue your own subscription now and solve your Christmas problem at the same time.[7]

Sincerely yours, (143)

Dear Miss Cooper:

Did you get your copy of our Christmas booklet for 1948? We are writing[1] today, for we want to make doubly sure that all our regular charge customers have it. If your copy has not[2] come yet, a letter or telephone call (VOlunteer 5-1000) will bring it post-haste.

The Christmas booklet is[3] a gay twenty-four pages, packed with gift ideas for everyone on your list. There are lots of unusual[4] things, some of which you will find only at our store. We believe you will find an endless number of gifts of taste[5] and distinction on which you will be proud to put your card. And think of the time all these suggestions will save you at[6] busy Christmastide.

Plan to stop in soon to see us. Remember, early shopping is still wise and your charge account[7] is ready at all times to speed your selections by person, mail, or telephone.

Cordially yours, (157)

Actual Business Letters

Mr. Richard Adams, 40 Mitchell Place, Baltimore 13, Maryland. Dear Mr. Adams:

Our organization[1] represents many well-rated companies whose requirements necessitate additional industrial[2] space, either on a purchase or rental basis.

Should you have any properties that you are interested[3] in disposing of, we shall look forward to hearing from you.

Please be assured that this matter will be handled in[4] the strictest confidence, and will receive no undue publicity.

We have many excellent properties[5] available on a lease or rental basis. We are enclosing information concerning a few of these. If[6] these are of interest, or if you should desire any other type of industrial property, please contact[7] us as to your requirements and we will do everything possible to fulfill them.

Yours truly, (158)

Mr. Frank R. Malloy, 199 Madison Avenue, Duluth 6, Minnesota. Dear Mr. Malloy:[1]

We have a service to render that we feel might be of interest to you.

We have investors who are interested[2] in purchasing industrial and commercial properties. These investors are desirous of:

1.[3] Purchasing any property you now own

and occupy and leasing it to you on a long-term, low-rental basis,[4] with option to repurchase property or to renew lease.

2. Purchasing any property you would be[5] interested in occupying, and leasing it to you on a favorable basis.

3. Erecting a[6] building as per your specifications on any available site you might desire and making the building[7] available to you on a long-term, low-rental basis.

Many of the country's largest corporations are[8] at present engaged in, or have completed, programs such as this. We should be happy to confer with you at your[9] convenience to discuss any of these plans that may be of interest to you.

Very truly yours, (198)

Gala Times

(Junior O.G.A. Test for December)

Dear Betty,

The gang was happy on the night of our formal. All of them seemed to have a good time.

The boys decorated[1] the ballroom. The girls in evening dresses helped to make the place look like an old-fashioned garden. Mr. Jones,[2] with his flowing whiskers and flowered waistcoat, was all that we needed to make us feel that we were back in old[3] Virginia.

We plan to have another dance in the spring, so won't you try to come then?

Love,

Ruth (76)

Too Much Attention

(O.G.A. Membership Test and Contest Copy)

TOO MUCH attention has been paid to making education attractive by smoothing the path instead of inducing[1] strenuous voluntary effort. The man who strives to educate himself—and no one else can educate[2] him—must win a certain victory over an indolent nature. He must learn to smile as he gives up some pleasure[3] that would keep him from his work. He must scrap, if need be, his consoling thought that all work makes for a dull lad! Look[4] out for the boy who has plunged into work direct from the little red brick school at the crossroads! He begins by sweeping[5] out the office, and then the next thing you know he is scrapping outmoded office methods that handicap success. (120)

Little Christmas In Serbia

IN SERBIA, New Year's Eve is called Little Christmas, and some strange customs are observed. The father of the family[1] goes out at midnight secretly, and breaks a twig from a fruit-bearing tree. He ties a money bag to this twig[2] and returns home when he knows everyone is in bed. He knocks at the door and waits for some member of the[3] family to call "Come in." As he closes the door, he says, "Give, O God, health for many years to our children." While[4] repeating these words, he goes over to his wife and children and strikes each with the money bag. Then he detaches twig[5] and bag, stirs the fire with the twig and finally places the twig carefully in a hole in the wall of the house.[6] Used in this manner, the twig is believed symbolic of the good harvest of the coming year, and the money bag[7] means wealth. —*From The Friendly Adventurer.* (147)

Christmas Still Lives

The Friendly Adventurer

DEPRESSIONS . . . earthquakes . . . floods and wars . . . cannot destroy it;
The darkness of Fear cannot blot out its light;
Hatred, Envy[1] and Jealousy cannot withstand it;
Greed and Selfishness retreat before it;
Nothing can stop its onward march into[2] the hearts of men . . .
Christmas still lives!

Christmas still lives!
Like a blanket of softly falling snow the spirit of Christmas[3] covers the world!
Once again our thoughts reach out toward the Star of Higher Things;
Once again a Babe is King;
Once again[4] Faith and Love and Service are aglow in our hearts!

The radiance of Christmas lights up a storm-tossed world with the[5] brilliancy of a new hope;
It brings evidence of the potential goodness and greatness of man;
It is a sign[6] that the ideals of the Master will yet transform the earth;
The trend of humanity's spiral is fundamentally[7] upward.
Christmas still lives!

—*Wilferd A. Peterson* (150)

Plan and Succeed

"The Advertiser's Digest"

THERE IS A CURRENT philosophy that you can have whatever you want in this world —if you *plan* for it. Note what[1] planning has done:

Elihu Burritt, the learned blacksmith, planned to become the country's greatest linguist—before he[2] was thirty years old he had mastered eighteen languages, despite eleven hours a day at his forge.

By planning[3]—Samuel Rea went from rodman to president of the Pennsylvania Railroad.

Charles Schwab was once a[4] stake-driver; planning made him head of Bethlehem Steel in fifteen years.

Henry Ford was a planning mechanic for twenty-five years.

Woolworth planned his chain of stores five and ten years ahead. (111)

The Legend of the Poinsettia

IN MEXICO, on a certain Christmas Eve many years ago, little Rosita was on her way to church for[1] the service to honor the Christ-child. Other boys and girls of the town walked along with nimble steps and smiling faces;[2] but Rosita was sad and she could hardly drag her feet along, for she had no gift to lay at the foot of[3] the altar for the Holy Child.

Suddenly she remembered that she had not prayed to the Lord for help in her trouble.[4] So she knelt down on the cold ground, closed her tear-filled eyes, and offered her prayer. Hardly had she finished and opened[5] her eyes, when there before her a beautiful plant was springing up from the ground, with bright red leaves like a gorgeous flower.[6] Her prayer had been heard. Here was her gift. She quickly gathered the flame-colored flowers, and with a light heart she[7] hurried into the church and placed them as her present to the Christchild at the foot of the altar. It was the[8] poinsettia—the Flower of the Holy Night! (168)

By Wits and Wags

JAKE: What does it mean—Yuletide Greetings?

Sam: Lend me five dollars—you'll tide me over for a few days.

* * *

PATIENT: Doctor, why does a small cavity feel so large to the tongue?

Dentist: Just the natural tendency of the tongue to exaggerate, I suppose.

* * *

"I SEE you have a dog."

"Yes—he used to be a hunting dog—a pointer. But my mother spoiled him."

"How?"

"She taught him it wasn't polite to point."

* * *

"You can take it as an elementary conception that when an article is sold, it goes to the buyer," said Mr. Farmer in the economics class.

"With the exception of coal," chirped the bright senior. "When that's bought, it goes to the cellar."

* * *

WAITRESS: Two-minute eggs, sir? I thought you always wanted them three minutes?

Student: I know, but I've decided to sleep a little longer mornings.

* * *

MARY: Don't you find writing a thankless job?

Sally: On the contrary, everything I write is returned to me with thanks.

* * *

Prodigy: Mother, where did all these pretty toys come from?

Parent: Why, dear, Santa brought them.

Prodigy: Did he bring everything? Did he bring the electric train—the baseball glove—the ice skates?

Parent: Yes, my love, he brought everything.

Prodigy: Well, Mother, who buys all the things in the stores?

Key to the WWT
(page 245)

Line

1 (1) delete period after year
2 (2) comma after *Green* not semicolon
3 (3) *Street* not *street* (4) delete comma
4 (5) comma after *41*
5 (6) *Gentlemen* not *Gentelmen*
6 (7) *your* not *you* (8) *months* not *month* (9) comma not semicolon (10) *lent* not *lend*
7 (11) *amount* not *amt.*
8 (12) *June* not *june* (13) space between *other words* (14) *advance* not *avdance* (15) two spaces after period (16) *did* not *done*
9 (17) *because* not *becuase* (18) *confident* not *confidence* (19) *promptly* not *prompt*
10 (20) *receipt* not *reciept* (21) *our* not *your* (22) *invoice* not *invoise* (23) period after *invoice*
11 (24) *Honor* not *Honour* (25) *business* not *busines* (26) *is* not *was* (27) *basis* not *bases* (28) *successful* not *succesful* (29) *mer-* not *merch-*
12 (30) *and* not *an* (31) *manufacturers* not *manufacturs* (32) *their* not *there* (33) *reputations* not *reputation* (34) *settlement* not *settlment*
13 (35) *strengthens* not *strenthens* (36) *develops* not *developes* (37) *business* not *busines* (38) period not question mark
14 (39) *think* not *thing* (40) *it is* not *is it* (41) *fair* not *fare* (42) *$31* not *$21* (43) comma not period
15 (44) *which* not *Which* (45) *five* not *5* (46) *months* not *month's* (47) *overdue* not *over due* (48) question mark not period (49) *letters* not *letter*
16 (50) *item* not *itim* (51) *receiving* not *recieving* (52) *any* not *no*
17 (53) *we* not *they* (54) *beginning* not *begining* (55) *wonder* not *wondering* (56) *set-* not *sett-*
19 (57) *letter* not *letters* (58) *an* not *a* (59) *honor* not *honour*
20 (60) *word* not *words* (61) *Won't* not *Wont*
21 (62) *to* not *too* (63) *receive* not *recieve* (64) *Just* not *just* (65) *situation* not *situatoin*
22 (66) *yourself* not *youself* (67) *your* not *you* (68) *shaken* not *shakey*
23 (69) *off* not *of* (70) *an* not *a* (71) *debt* not *dept*
24 (72) indent paragraph (73) *explanation* not *explaination* (74) single space after *explanation*
25 (75) *don't* not *dont* (76) *lay* not *lie*
26 (77) *honorable* not *honourable* (78) *obligation* not *obgilation* (79) *check* not *cheque*
27 (80) *immediately* not *immediatly* (81) period not question mark
28 (82) *Sincerely* not *Sincerly* (83) *yours* not *Yours*
29 (84) *&* not *AND*
30 (85) *BAS* not *ABS* (86) *Smith* not *Smithe* (87) *President* not *Presdent*



ON THE LOOKOUT

A. A. BOWLE

14 A. B. Dick Company has introduced its new complete postwar line of stencil duplicators, distinguished, it is claimed, for their increased speed, and sturdiness; faster over-all operation; and more exacting duplication of written, typed, and drawn material.

The new series, consisting of five models, covers a wide price range and is styled by Walter Dorwin Teague, famed industrial designer. The most important feature is the "Flexamatic" control of paper, ink, and copy during the complete mimeographing process. The heart of this control is the exclusive roll-type paper feed. It is built to handle a wider range of weights, finishes, and sizes of paper than ever before and with more speed.

15 A portable electric statement machine has been introduced by R. C. Allen Business Machines Inc. The company states that the product is duo-purpose in that it is both a statement and an adding machine.

16 A wobbly support for a notebook may cause endless trouble in distorted outlines. To the rescue comes a notebook holder made by the Zepher American Corporation. The device clamps comfortably over the crossed knee and holds the book steady while one is taking dictation. It also serves as an easily adjustable stand when the typist is transcribing. It is manufactured in walnut, gray, or burgundy Lustron.

17 The Winslow Product Engineering Company recently announced the production of a new Winco Eraser for typists' use. The eraser section is held by an aluminum clamp that fits snugly into a polished aluminum holder. The manufacturers claim that the easily adjusted eraser is thin enough to get into the "tight spots" without the use of a shield. The eraser is furnished plain or with brush attached.

18 A new Underwood typewriter equipped with a duplex carbon and fabric ribbon feature was announced recently by Underwood Corporation. Available in the same variety of carriage widths and type styles as standard machines, this typewriter is equipped for use as a composing unit for lithographic reproduction of typewritten material, either by photo-offset or direct-offset processes. The fabric ribbon feature enables the machine to be used as a general purpose typewriter.

The carbon paper feed mechanism is designed for 400-foot ribbon reels. The carbon paper ribbon feeds only when operating the type bar keys. A special mechanism equalizes stress on the ribbon and eliminates breakage, say the manufacturers.

A. A. Bowle December, 1948
The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

14, 15, 16, 17, 18

Name .....

Address .....

I would also like to know more about:

- ☐ Burroughs' Calculators ..... (front cover)
- ☐ A. B. Dick's Mimeograph machines..... (page 191)
- ☐ Hammond's Adjustable Typing Desk.... (page 193)
- ☐ Gregg Writer Awards ..... (page 195)
- ☐ Gregg's "Secretarial Practice Tests"..... (page 196)
- ☐ Gregg's "Typing for Business Tests".... (page 197)
- ☐ Eraser-Stik ..... (page 199)
- ☐ Gregg's One-Term Texts..... (back cover)
- ☐ Remington-Rand's Electric Typewriter.. (back cover)
- ☐ B.E.W. Undergraduate Subscriptions.....